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A Final Report to The Ford Foundation of The Inter-University Program--Project II, The Administrative Internship Program in Education.

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This final report by four universities outlines a 6-year project, begun in 1961, under the sponsorship of the Ford Foundation. The project was designed to study and demonstrate the feasibility of an interinstitutional program of internship in educational administration. The report covers (1) the program proposal and rationale; (2) details of the planning year, 1961-1962; (3) a summary of activities of project summer programs at the State University of New York at Buffalo, Syracuse University, the University of Rochester, and Cornell University; (4) a summary of annual activities; (5) intern data and analysis of intern followup questionnaire; (6) administrator and school board data and project evaluation; and (7) professorial data and project evaluation. The report concludes with 13 recommendations, including a suggested model of guidelines for an internship program and a general sequence of experiences of the university staff, interns, and school administrators. The project budget, terms of the foundation grant, the intern followup questionnaire, and related items are appended. (JK)

ED031780

A FINAL REPORT TO THE FORD FOUNDATION of THE INTER-UNIVERSITY PROGRAM — PROJECT II THE ADMINISTRATIVE INTERNSHIP PROGRAM IN EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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State University of New York at Buffalo
Cornell University
University of Rochester
Syracuse University

June 1969

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ACKNOWLEDGMENTS

This final report to The Ford Foundation, the funding agency for the Inter-University Program — Project II, The Administrative Internship Program in Education, has been the cooperative endeavor of the four participating universities — the State University of New York at Buffalo, Cornell University, University of Rochester and Syracuse University. Final responsibility for the collection and organization of data was assumed by Dr. George E. Holloway, Jr., Chairman of the Department of Educational Administration, Faculty of Educational Studies, State University of New York at Buffalo, assisted by Thomas D. Morgan, instructor, and Clermont Barnabe and Frank Smeragluiolo, research assistants.

Special recognition is forthcoming to Dr. Samuel Goldman, Chairman of the Department of Educational Administration, and Peter L. Clark, graduate assistant, Syracuse University for their contributions in the preparation of Chapter V, "Intern Data and Analysis of Follow-up Intern Questionnaire — Project II." In addition, acknowledgement is expressed for the contribution of Dr. James Conway and Dr. Troy McKelvey, Assistant Professors of Educational Administration, and Mark Schwartz, research assistant, the State University of New York at Buffalo in the compilation of data for Chapter VI, "Administrator and School Board Data and Evaluation of Project II."

The final review, approval and publication of this report was the responsibility of the Department Chairmen of the four universities: Dr. George E. Holloway, Jr., State University of New York at Buffalo; Dr. Joan Egner, Cornell University; Dr. Howard Bretsch, University of Rochester; and Dr. Samuel Goldman, Syracuse University. This report is the result of their assistance, cooperation and judgment.

A debt of gratitude is expressed to The Ford Foundation by the four universities for its sponsorship of and vital interest in this project. It is with such vision and participation as evinced by The Ford Foundation that education in America will continue to be a vital and dynamic enterprise.

Finally, the noteworthy contribution of Sally Pierakos, secretary and typist is gratefully acknowledged.

George E. Holloway, Jr.
Thomas D. Morgan

INTRODUCTION

Beginning with the year 1961-62, four of the major universities of upstate New York undertook a project of significance not only to the field of teacher and administrator education, but also higher education generally. Through the six-year "Inter-University Program" the schools of education of the University of Buffalo*, Cornell University, the University of Rochester, and Syracuse University set out to demonstrate that four large universities along with a number of public school systems could cooperate in planning and operating major programs in teacher and administrator education of higher quality, greater scope, and more lasting outcomes than any one of the universities could have accomplished alone. Personnel from these four universities had been working together since the inception of the Cooperative Program in Educational Administration (CPEA) in 1950, through the sponsorship of the Kellogg Foundation, and its successor organizations, the Cooperative Development of Public School Administration (CDPSA) and the Collegiate Association for the Development of Educational Administration (CADEA).

In a program assisted by a grant of $1,276,000 from The Ford Foundation, the four universities became engaged in two inter-institutional programs. One of these was concerned with new and experimental ways of preparing superior students for secondary school teaching (Project I). The other was concerned with a demonstration and study of the internship in educational administration (Project II). Those persons involved in the initial study and conference activities resulting in the awarding of the total grant were the four deans of education: Dr. Robert S. Fisk (Buffalo), Dr. Frederick H. Stutz (Cornell), Dr. William A. Fullagar (Rochester), and Dr. Virgil M. Rogers (Syracuse) [Dr. Robert Stewart, acting dean 1963-64] -- with the help of many members of the administrative staffs and teaching faculties of the universities. Presidents Deane W. Malott (Cornell) and Cornelis W. deKiewiet (Rochester) and Chancellors William P. Tolley (Syracuse) and Clifford C. Furnas (Buffalo) attended some meetings and provided leadership and support. Dr. Alvin Eurich, Executive Director, Education Division, The Ford Foundation, was the representative of the granting organization and contributed much to the proposal as it was funded.

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*University of Buffalo became the State University of New York at Buffalo in 1962.

Project II began under the direction of the four chairmen of the programs in educational administration at the cooperating institutions and included: Dr. George E. Holloway (Buffalo), Dr. Donald McCarty (Cornell), Dr. Robert Howsam (Rochester) and Dr. Richard Lonsdale (Syracuse). Subsequently, Dr. Joan Egner replaced Dr. McCarty, Dr. Howard Bretsch replaced Dr. Howsam and Dr. Samuel Goldman replaced Dr. Lonsdale.

Members of the faculties of educational administration of the four institutions have met on frequent occasions during the entire time of the program to plan and work cooperatively to improve programs in educational administration.

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1

Proposal and Rationale for the Administrative Internship Program—Project II

1/2

CHAPTER I

PROPOSAL AND RATIONALE FOR THE ADMINISTRATIVE INTERNSHIP PROGRAM

(PROJECT II)

The Program in Brief.

Proposed was a six-year project for the demonstration and study of the internship in educational administration. The program was conceived as a major learning experience to help new administrators learn how to behave as agents of change in order to bring about more rapid and effective adaptation of public school educational programs to our changing society and world.

Background and Justification.

The study of educational administration was undergoing a period of controversy as to the nature of the program of preparation to be required. There were those who advocated the teaching of the basic skills required to manage the educational enterprise, a procedure which often resulted in the training of personnel who continued uncritically along established paths. Others stressed the need for general education, believing that administration was essentially an art and that success in this art depended on relatively intangible qualities. The latter approach may have left the learner with few or no techniques for solving practical problems.

Many existing programs for the preparation of educational administrators at that time were criticized as being too descriptive and too narrowly vocational. An examination of the college catalog of such a program revealed a disjointed series of courses in the specialized functions of administration. More importantly, such programs lacked sufficient intellectual content to justify their existence. Certainly, many programs did not adequately merge cognitive materials with realistic field experience.

What was needed was to help administrators learn new ways of behaving. Their competence should be developed beyond the point of knowing simply how to operate a going organization smoothly. That competence needed to be carried to the point of knowing how to assess needs for change and how to stimulate the public, the board of education, and the staff to plan and effect these changes. A university program of such learning experiences for school administrators should include systematic study of administrative theory and processes, and of the psychology and dynamics of change. It should emphasize the administrator's role in the improvement of instruction as one of his major responsibilities. The program ought to afford the opportunity for supervised field experiences in a school system under the joint guidance of public school administrators and university supervisors. The entire process of training an administrator should be considered as the joint responsibility of university and public school staffs.

The purpose of Project II was to develop a higher order of administrative performance in the field by selecting a limited number of administrative interns who already possessed a substantial background in general education, and placing these persons in a well-planned core program of administrative studies coupled with a realistic learning experience in an internship in a carefully chosen school system. It was the expectation of the four universities that administrators prepared in this fashion would become educational leaders of a high order, and successful agents for educational change.

(For a more specific discussion of the administrative internship see the monograph, "The Administrative Internship in Education," prepared by Harry J. Hartley and George E. Holloway, Jr., published by the Faculty of Educational Studies, Department of Educational Administration, State University of New York at Buffalo, November, 1968. Interested elementary school administrators might refer to "The Elementary School Administrative Internship," *The National Elementary Principal,* Vol. XLVI, No. 4 February, 1967, prepared by the same writers).

In the project proposed, the focus was upon the administrative internship. For the purpose of this project, an internship in educational administration was defined as a one-year, full-time, compensated position in a public school system in one or more of the administrative specializations (chief school administrator, elementary or secondary school building principal, supervisor or director of instruction, school business administrator, or student or staff personnel administrator) under the continuous guidance and supervision of one or more mature, experienced school administrators in that school system and of professors of educational administration in nearby cooperating universities. The internship was thus a three-way relationship involving the intern, the school system where he worked, and the university where he was engaged in a graduate training program.

The intern received the benefit of a significant learning experience in his program of professional preparation. The school system received the benefit of his immediate services and, over a longer period—or directly, if he were hired to stay on as a regular administrator — the benefit of his leadership in the field of educational administration. The school system also gained an immediate benefit from its relationship with the supervising university staff. The university received the benefit of a richer and more realistic graduate training program, and the supervising professors received the benefit of studying administrative behavior and problems in school systems they could come to know well.

The changing pattern of school district organization in the United States had made the internship of increasing importance in the development of school administrators. Many administrators gained their first experience in small school districts; they advanced in their careers by moving to positions of increasing responsibility in progressively larger school systems. The opportunities for this line of career development decreased markedly as school districts decreased in number and increased in size as a result of district reorganization. In addition, many came to see service in subordinate administrative positions in large school systems as better preparation for positions of higher responsibility in those school systems, than service in even the top positions of small school systems. The internship in the larger school district gave this kind of experience. It often helped to launch the intern more quickly into his administrative career.

Despite the wide recognition of the value and importance of the internship in school administration, by 1961, it had become a part of only about one-fifth of the college and university programs in the country. This finding is documented in the *Thirty-Eighth Yearbook of the American Association of School Administrators.* Reasons for infrequent use of the internship in administration were its cost in a period of rising educational expenses, reluctance of school boards and administrators to see value in the experience, and the large proportion of part-time students enrolled in graduate work in educational administration. This project aimed to surmount these obstacles by developing a program of proved worth for superior resident students and, through demonstration, convincing selected schools systems of the value of the internship on a permanent and self-sustaining basis.

The four universities, having had difficulty in financing and supporting administrative internships in sufficient numbers, were convinced that with grant funds a demonstration could be made which would insure the permanent establishment of the internship in administration in the upstate New York region.

The Proposal.

Following a year of planning and development in 1961-62, there would be established 24 full-time, one-year compensated internships for each of the four years, 1962-66. The year 1966-67 would be devoted to follow-up studies of the interns, evaluation of the project and transition to a permanent program. (Because of changes in personnel, the writing of the final report was delayed until 1968-69).

The internships would be filled by up to six candidates from each of the four universities each year. The internship would be non-renewable for any one candidate, so this program would serve a total of approximately 96 candidates during the four-year period.

Planning and Initiating the Program.

A joint committee would be charged with the detailed planning of the internship program and with the development of criteria for the selection both of the interns and of the participating school systems. This committee would consist of staff members from the four universities, together with school board members and administrators.

Interns: Qualifications and Previous Education.

Intern candidates would be selected on the basis of the breadth and quality of their educational background, including liberal studies, evidence of strong academic competence, and success in teaching or administration. Normally, candidates would be expected to be near the close of a two-year graduate program on one of the four university campuses. Each candidate would be expected to have completed all or most of the graduate major in educational administration including studies in the allied disciplines.

If the administrator's function is defined broadly as purposive and concerned with ends as well as means, if he is to be truly an educational leader, it would be considered essential that he be knowledgeable in the disciplines which underlie the educational curriculum of the schools. Thus, in this program, intern candidates would be expected to show in their total undergraduate and graduate backgrounds a satisfactory breadth and command of the humanities, social sciences, and natural sciences. Obviously, the candidate would have studied in but one field with full depth; what would be expected primarily would be breadth of study and comprehension in the several disciplines serving as foundations of the educational programs to be administered.

A Model of the Educational Background Expected for an Intern.

The following model illustrated the *general* nature of the educational background expected for those who were to be selected as administrative interns under the terms of the agreement with The Ford Foundation.

Undergraduate Program (120 hours)

A. 35-40 per cent in a major concentration in one or two subject fields.

35-40 per cent in breadth in the humanities, social sciences, and natural sciences.

20-25 per cent in teacher education studies leading to a secondary or elementary school certificate.

OR

B. 50 per cent in a major concentration in one or two subject fields.

50 per cent in breadth in the humanities, social sciences, and natural sciences.

Graduate Program (Three years - 90 hours)

A. 20 per cent in studies in educational administration.

10 per cent in the study of general administration.

10 per cent in research and internship experiences in the graduate major field.

35-30 per cent in graduate studies in the allied disciplines of economics, sociology, anthropology, psychology, human relations, political science.

15-20 per cent in graduate studies in learning theory, psychological foundations of education, history and theory of education, supervision, curriculum, educational sociology, statistics and measurement.

OR

B. 18-20 per cent in studies in educational administration.

8-10 per cent in the study of general administration.

5-10 per cent in research and internship experiences in the graduate major field.

30-35 per cent in graduate studies in the allied disciplines of economics, sociology, anthropology, psychology, human relations, political science.

15-20 per cent in graduate studies in learning theory, psychological foundations of education, history and theory of education, supervision, curriculum, educational sociology, statistics and measurement.

15-25 per cent in teacher education leading to a certificate to teach either secondary or elementary school.

The project would take the point of view that a chief school administrator should be a well-educated man. Administrative interns would be accepted on the basis of their academic records and professional experiences. Where a candidate had experienced an education program different in degree and character from the model program outlined here, interviews, recommendations from associates, and such standard instruments as the Miller Analogies Test and the Graduate Record Examination would be employed in the effort to determine qualifications for educational leadership.

Selecting of Cooperating School Districts.

During the 1961-62 planning year, 24 school systems would be selected as internship centers. School systems selected must have had able administrators in leadership positions who were willing to sponsor interns, showed sufficient interest in the project to budget for partial support of the internship, indicated an interest in a permanent intern relationship, and been located within reasonable driving distance from one of the four university campuses.

Prior to March 1961, the four universities, through a planning committee, would work out agreements with 24 school systems, and these agreements would be submitted to The Ford Foundation as a supplement to the proposal.

The Internship Program.

Interns were to be selected by the spring of the school year preceding the internship, with assignments to schools to be made jointly by the university and public schools staffs. Supervision would be carried on jointly; and the four universities would share in the supervision of all of the interns, while each university would take major responsibility for those interns within the driving radius of its campus. Conferences on intern supervision, involving university and public schools personnel, would be held frequently.

In preparation for the internship, the interns would be brought together on one campus during the summer preceding assignment to schools. A six-weeks Seminar on Educational Change would be held for the interns, involving an inter-disciplinary staff drawn from the fields of education, psychology, sociology, business, economics, and other appropriate fields. The seminar would have as its focus needed changes in education with special emphasis on the instructional process, social change, and the role of the administrator as a change agent and leader. Included in the seminar would be those public school administrators who would be supervising interns. While interns would be in the seminar for a six-weeks period with selected staff members, many of the seminar contributors would be involved for shorter periods of time.

The seminar would be concerned with the development of theoretical concepts in administration, both within and outside the educational enterprise. Administration would be viewed as a total process and a complete study, with educational applications being made as necessary. Activities would include discussions of problems to be encountered in practice, sharing of experiences, analysis of issues, the case study method, practice in empirical research projects, and writing.

On the job, interns would be expected to devote about half of their time to instructional supervision and leadership of the educational enterprise, including close work with teachers on newer methods and media in teaching and new staffing arrangements. Other duties would include personnel and business administration, working with the community, and student relationships.

Interns would be expected to take ten days a year away from the school system in visiting other school systems of distinction in the state or nation. They would learn about adaptations in the educational programs of those school systems and investigate particularly the role of administrators in bringing about changes.

Interns would be visited at least once a month by their supervising professors and would have at least monthly seminars with other interns and the supervising professors at each of the respective sponsoring universities.

Interns would take part in the annual conference for administrative interns sponsored by the New York State Education Department. There would be an inter-university conference each semester for the 24 interns and the supervising professors.

In the summer following the internship, there would be a seminar of about a week in length to evaluate with the interns their success in bringing about educational change in their respective school systems and to help them project plans for exercising educational leadership in the coming first year in a regular administrative position.

Beginning with the spring of 1964, and again in 1965, 1966, and 1967, a conference of former interns would be held to discuss with them problems and experience on the job, to get an evaluation of the contribution made by the internship experience, and to analyze critically successes and failures in bringing about adaptations in educational programs.

Career studies would be conducted of former interns during the first ten years after the internship to analyze further their success as change agents and professional progress, and the contribution of the internship to their careers.

Reporting and Transitions to a Permanent Program.

A published report of this demonstration program in the administrative internship would be prepared and circulated widely in the effort to encourage adaptation of successful aspects by other universities and school systems.

During the closing years of the project, the universities would plan with cooperating school systems for permanent intern centers to be operated jointly and on a self-sustaining basis. The project budget showed that school systems were asked to share in the cost of the internship through the project period, and efforts would be made to get the cooperating schools to assume gradually the total expenses for intern salaries. In turn, the university staff in educational administration would assume the responsibility for training and internship supervision.

The Need for Grant Funds During the Initial Six-Year Period.

It was proposed that interns receive salaries which they might normally expect to earn as teachers, but not more than $7,000 per year. The cooperating school systems would be asked to contribute $4,000 or less to the interns' salaries during the first two years, $6,000 or less during the third year, and $7,000 or less during the fourth year. Grant funds would be used to contribute $3,000 to each intern salary during the first two years, $1,000 during the third and fourth years.

Grant funds would be needed to provide for additional university staff to supervise the interns and to join in the teaching and advising of graduate students. Also needed would be grant funds to support secretarial and assistantship services, costs of travel, studies and publications, and the special expenses of conferences and seminars.

It was proposed that the grant be used to bear a portion of the cost of tuition and living expenses for interns during the six-weeks and one-week seminars.

Grand funds would be used during the planning year and the demonstration and evaluative phases of the project, with the permanent program placed on a self-sustaining basis following 1966. A modest request was made for funds for evaluation and transition during the 1966-67 year.

Expenses to be Carried by Universities, School Systems, and the Interns

Universities

Each university would contribute the professional staff time of faculty members in educational administration (not supported from grant funds), supervision and curriculum, and the psychological and theoretical foundations of education. Each university would contribute administrative staff, supplemental stenographic services, housing, utilities, some share of personnel benefits, and the cost of the business and other offices related to project operations. Each university would expect to incorporate into its regular program the administrative internship experience following the expiration of the grant.

School Systems.

Each cooperating school system would contribute to the internship salary from the beginning, would assume a larger share of salary cost as the project progresses, and would, if it elected to continue permanently in the program, absorb the total internship salary as a part of its general administrative costs. During the project period, each school system would contribute administrative and supervisory staff time to the supervision of the intern. Some travel and supplies costs would be borne by the school systems. Each school system would gradually absorb the expense of such personnel benefits as retirement contributions for the intern.

Interns.

Each intern would be expected to pay regular tuition and fees expenses for graduate work except in connection with the summer seminars. Each intern would pay for his travel and cost of living adjustments except in the case of the summer seminars, where a portion of these costs would be borne by the project grant.

Request to The Ford Foundation.

The four universities—Buffalo, Cornell, Rochester and Syracuse—sought a grant of $567,800 from The Ford Foundation in order to support the project as previously described, during the initial six-year stage. This request was documented by a budget showing proposed expenditures to be made out of grant funds (See Appendix A). Contributions to be made by the universities, the cooperating schools systems, and the interns were described in another section.

Approval of a total grant which included funds for Project II was confirmed by The Ford Foundation in April, 1961, with terms of the grant attached (See Appendices B and C).

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Planning Year (1961-62)

CHAPTER II

THE PLANNING YEAR: 1961 – 1962

The design of Project II involved a period of six years during which the first of the years was to be devoted to detailed planning, the next four years to the actual operation of the internships, and the final year to an evaluation. The period from July 1, 1961, through June 30, 1962, constituted the first of these six years, the planning year.

Some general and informal planning took place on the four campuses among the deans and faculty members of the four institutions during the spring of 1961 after the notification of the award of the grant by The Ford Foundation. The first formal planning meeting was held August 24, 1961, when the four professors in charge of the graduate programs in educational administration on the four campuses met at the University of California in Berkeley where they were attending the National Conference of Professors of Educational Administration. By that time each of them had been designated the local director of Project II on his own campus. At that meeting they decided that one of them should serve each year as chairman of the local project directors, on a rotating basis, with authority to call planning meetings and preside over them. They also decided that the first of the four summer seminars on educational change would be held at the University of Buffalo during the summer of 1962. Other operating policies were also discussed and decided.

The meeting at Berkeley became the first of eleven such planning meetings held during the first year of the project—the only one where the four local project directors met alone. They felt that active participation in these meetings would be the best way to secure the personal involvement in the project of the rest of the faculty members in educational administration at each of the institutions. Therefore, all faculty members in educational administration were invited to attend these planning meetings, along with the Coordinator of the Inter-University Program. In addition, two graduate assistants from the University of Buffalo and another from Syracuse University attended several of the meetings in order to represent the point of view of graduate students in educational administration. Attendance at these other ten meetings ranged from eleven to sixteen.

Those who attended and took active part in one or more of these meetings were the following:

From the University of Buffalo —
- Edwin R. Bailey, Assistant Professor of Education
- Thomas Q. Culhane, Graduate Assistant to Professor Gibson
- R. Oliver Gibson, Associate Professor of Education
- Orville R. Gursslin, Lecturer
- George E. Holloway, Jr., Professor of Education (Local Project Director)
- Paul R. Zaccarine, Graduate Assistant to Professor Holloway

From Cornell University —
- Claude L. Kulp, Professor of Education
- Donald J. McCarty, Associate Professor of Education (Local Project Director)
- Vincent C. Nuccio, Assistant Professor of Education

From the University of Rochester —
- Max G. Abbott, Associate Professor of Education
- Henry E. Butler, Jr., Associate Professor of Education
- Robert B. Howsam, Professor of Education and Associate Dean of the College of Education (Local Project Director)
- Milton V. Pullen, Associate Professor of Education
- Byron Williams, Professor of Education

From Syracuse University —
- Paul M. Halverson, Professor of Education
- Robert C. Hammond, Graduate Assistant to Professor Lonsdale
- C. W. Hunnicutt, Professor of Education
- Richard C. Lonsdale, Professor of Education (Local Project Director) and Chairman of Local Project Directors for 1961-62
- Robert C. Stewart, Professor of Education and Director of Graduate Studies of the School of Education

From the Inter-University Program —
- William L. Irvine, Coordinator

Early in these meetings it became clear that the year's planning had to be centered around the following tasks: recruiting, selecting, and assigning the interns; selecting the cooperating public school systems; planning the 1962 Summer Seminar at the University of Buffalo; determining the nature of the learning experiences for the administrative interns on the job and in the year-long seminars; evaluating the summer seminars, the year-long seminars, the performance of the individual interns, and the total internship project; identifying and designing possible research projects; and deciding on administrative and financial arrangements for the project. Specific policies were developed pertaining to each of these phases of the total operation. These policies were reviewed and given general approval by the chief school administrators and board members from the cooperating school systems selected to work with the four universities. A statement of these policies, dated March 26, 1962, was finally adopted and incorporated in a formal written agreement between each of the universities and each of their cooperating school systems (See Appendix D).

Most of the policies were formulated by committees of professors and then discussed and modified in planning meetings. Others grew out of the general planning meetings directly. The membership of these commitees was as follows:

Recruitment and Selection of Interns
Professors Butler, Kulp and Stewart (Chairman)

1962 Summer Seminar
Professors Abbott, Gursslin, Holloway (Chairman), Hunnicutt, and Nuccio

Internship Experiences
Professors Bailey, Halverson, McCarty (Chairman), and Williams

Evaluation
Professors Butler (Chairman), Kulp, Pullen, and Stewart

Placement of Interns
The institutional directors of educational placement.

Research
Professors Gibson, Howsam (Chairman), and Lonsdale

As an additional consequence of these planning meetings, a committee was appointed to explore possible extensions of the four-university cooperation in other phases of the graduate program of educational administration, including the use of new sources from which to draw prospective students. The work of this committee carried over in 1962-63. Those appointed to the committee were: Professors Abbott (Chairman), Gibson, Irvine and Stewart.

Five of the eleven planning meetings were held at the Canandaigua Inn in Canandaigua, New York. One meeting was held at each of the universities. The other two meetings were at Berkeley, California (during the NCPEA) and at the Saranac Inn (during the annual meeting of the New York State Council of City and Village School Superintendents).

Recruitment, Selection, and Assignment of Interns

In accordance with the policies developed, it was decided that the interns for the first operating year of the project, 1962-63, had to be selected from among post-master's graduate students already admitted and actively studying in a two-year or doctoral program in educational administration on one of the four university campuses. Furthermore, it was agreed that the interns would be selected by the universities and nominated to cooperating school systems for appointment and assignment by joint agreement of the school district, the intern, and the university. Interns could not serve in school systems in which they had been professionally employed during the immediately preceding school year. They were to receive their internship experience in an area that was different from previous experience or was in a substantially larger capacity. The interns were to be available for the summer seminar on educational change, the full period of the internship, and the end-of-year meeting on the evaluation of the internship.

During the spring of 1962, each of the four universities carried out the selection of its cooperating school districts and its interns. One of two procedures was followed in this selection process by each of the universities. In some cases the university selected more than six intern-candidates and more than six possible cooperating school districts. School districts indicated the kind of background and administrative specialization they preferred in an intern and were given an opportunity of interviewing two or more candidates. When a district was willing to accept a given candidate who was also willing to serve in that district, then the university designated that particular district as one of its cooperating school districts and that candidate as one of its interns. An alternate pattern was for the university to designate its six cooperating school districts in advance of the selection of any intern-candidates. Intern-candidates were sent to cooperating school districts for interviews in accordance with the specifications for interns desired by the districts and the interests of the candidates. If a district declined the first candidate, the university referred a second candidate. The six intern-candidates finally so chosen by the school districts were thereupon designated as interns.

There developed one interesting variation on these procedures. After placing five of its interns, one university found it lacked additional intern-candidates meeting the specifications of its other possible cooperating school systems. It, therefore, invited the other three universities to cooperate by nominating any of their unplaced eligible candidates. This resulted in two nominees, one of whom was successfully placed and became a member of that institution's intern group for the year. Interestingly, the other nominee also was placed in an internship outside Project II.

As a result of these selection procedures, each of the four universities selected six interns who had been appointed by designated cooperating school districts by about the middle of June, 1962. The completion of this selection process concluded the planning year of the project and provided the student body for the 1962 Summer Seminar on educational change at the University of Buffalo. The first operating year of the project began with the opening of the Summer Seminar on July 1, 1962.

Over the four-year period (1962-66) as the needs of interns and school systems varied, so, too, did the specific operational procedures employed by each of the participating institutions. Some procedural suggestions can be found in Chapter VIII of this report.

3

Summary of Activities of Summer Seminars

CHAPTER III

SUMMARY OF ACTIVITIES OF PROJECT II
SUMMER PROGRAMS

The Summer Seminar component of Project II was the introductory segment of the program prior to actual internship and its concurrent year-long seminar dealing with the interns' experiences and performances in the internship role. The first seminar was held on the campus of the State University of New York at Buffalo. Subsequent seminars were held alternately on the campus of each of the other participating universities.

1962 — STATE UNIVERSITY OF NEW YORK AT BUFFALO

The first Summer Seminar emphasized educational change and the development of the understandings and techniques which would enable the intern to act as an effective "change agent". The approach provided a concentrated study of the dynamics of change in organizations and of the administrator's role in the process of change. The procedures used included: large and small group discussions, guest lectures, case studies, clinic sessions, and attendance at conferences.

The interns were able to draw upon an inter-disciplinary staff (and guest lecturers) who were recognized authorities in education, and such other fields as sociology, psychology, business administration, political science, and economics.

The full-time members of the staff of the 1962 Summer Seminar were: George E. Holloway, Jr., Professor of Educational Administration, State University of New York at Buffalo; Robert B. Howsam, Professor of Education, University of Rochester; Richard C. Lonsdale, Professor of Education, Syracuse University; Donald J. McCarty, Associate Professor of Education, Cornell University; Thomas Q. Culhane, Research Assistant and Recorder, State University of New York at Buffalo.

During the first week the concept of role was explored as a central theme around which the intern could gain a perspective of his relationship to the school system. Although emphasis was placed on the role of the intern, more generally, consideration was also given to inter-personal relations in organizations and the problem of maintaining identity and creativity in bureaucratic structures—an essential for the intern's becoming an agent of change. Guest lecturers for the week included: Oswald Hall, Professor of Sociology, University of Toronto; Raymond G. Hunt, Associate Professor of Social Psychology, State University of New York at Buffalo; and Melvin W. Barnes, Superintendent of Schools, Portland, Oregon.

The focal point of the second week was organizational analysis. The objective was to help the intern gain an understanding of the overall functioning of organizations. Special consideration was given to the processes whereby informal groupings emerge within the formal structure of organizations. Guest lecturers were: Elliott H. Grosof, Assistant Professor of Sociology, State University of New York at Buffalo; Robert V. Presthus, Professor of Public Administration, Cornell University; and Llewellyn Z. Gross, Professor of Sociology and Chairman of the Department, State University of New York at Buffalo.

The third week involved the consideration of the dynamics of change in organizations, how change may be introduced and alternative approaches to the introduction and implementation of change. Guest lecturers were: Donald A. Orton, President, Leslie College, Cambridge, Massachusetts; and Kenneth D. Benne, Professor of Human Relations and Director of Human Relations Center, Boston University.

Thinking through problems of change was the subject of the seminar's fourth week. The interns attended the Ninth Annual Conference for School Administrators at Cornell University with the remainder of the week devoted to the study of selected case studies in educational administration. The main purpose of this week's study was to develop the intern's ability to relate the concepts and understandings learned in the first three weeks to concrete situations in educational administration. Guest lecturers were invited to help interns in relating concepts to case material and they included: Stephen K. Bailey, Dean, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University; Daniel Katz, Professor of Psychology, University of Michigan; Neal Gross, Professor of Sociology, Harvard University; Herbert Thelen, Professor of Educational Psychology, University of Chicago; Andrew Hacker, Associate Professor of Government, Cornell University; and Claude L. Kulp, Coordinator, Office of Field Services, School of Education. Cornell University.

Week five was devoted to the direction of change in instruction utilizing relevant case material and the following guest lecturers: Robert S. Harnack, Professor of Education, State University of New York at Buffalo; John Rowlett of Caudill, Rowlett and Scott, Houston, Texas; Samuel J. McLaughlin, Chairman, Department of

Education, University of Utah; Paul M. Halverson, Professor of Education, Syracuse University; and Wilbert Dipboye, Associate Professor of Education, Syracuse University.

The final week concerned the intern as the change agent with specific activities including the development of protocol for analysis of educational change and clinic sessions in which students thought through the formulation of selected problems which they anticipated in their internship role. The guest lecturer was: James F. Redmond of Booz, Allen and Hamilton, Inc., Management Consultants (former Superintendent of Schools in Kansas City and New Orleans, and presently Superintendent of Schools in Chicago).

Several of the papers presented at this seminar were published as a monograph entitled, "Focus on Change and the School Administrator." Edited by Harry J. Hartley and George E. Holloway, Jr., the monograph was published by the School of Education, Program in Educational Administration, State University of New York at Buffalo, 1965. The final paper included was written by the late Dr. Walter D. Cocking to whom the publication was dedicated.

1963 — SYRACUSE UNIVERSITY

The 1963 Summer Seminar at Syracuse University had its initial meeting Sunday evening, June 30, and its final meeting on Friday evening, August 9.

The full-time members of the staff of the 1963 Summer Seminar were: Henry E. Butler, Jr., Associate Professor of Education, University of Rochester; R. Oliver Gibson, Associate Professor of Education, State University of New York at Buffalo; R. Jean Hills, Assistant Professor of Education, Cornell University; Richard C. Lonsdale (Chairman), Professor of Education, Syracuse University.

The 1963 Summer Seminar was designed to help the interns achieve a further understanding of the need for and nature of both stability and change in educational organizations and the role of various school personnel (including administrators) in maintaining stability and effecting change. It was also concerned with further inducting the interns into their action roles as prospective administrators and, in so doing, deepening their sense of real personal commitment to educational administration (while not restricting their right later to withdraw from the profession of educational administration if they should so desire). A further objective was to assist the interns in gaining a better understanding of themselves as individuals and as group members.

The following assumptions formed the basic rationale for the aforementioned purposes. Change in public education, as well as in our society, is inevitable although it is not to be assumed that there is an innate goodness in change as such. Since change too often is haphazard and unconscious, it should be directed and conscious. Therefore, in formal organizations provision should be made for directing change and making it more rational. In public school organizations, administrators represent one of the key groups responsible for making educational change more directed and conscious. When the need for change in the educational program is apparent in order better to meet individual and societal needs, real attention must be given to questioning educational assumptions and value frameworks underlying the present programs and to reconstructing these as a basis for new programs. This process will draw upon philosophy as well as behavioral sciences. Therefore, given certain explicit educational assumptions and value frameworks, consideration of alternative courses of action and their consequences becomes obligatory. In helping develop policy based on assumptions and values, and choices among alternative courses of action, chief school administrators need to function in a political role. On the other hand, subordinate administrators perform a different, more organizationally internal role of directing and effecting change. Hence, there is a need for more systematic attention to change in training programs for school administrators. These, then, were the foundational assumptions on which the 1963 Summer Seminar operated.

There was an informal get-together of staff and interns on Sunday evening, June 30. This occasion was also used as an orientation to the seminar. The seminar opened formally on Monday, July 1, with a focus upon an overview of world forces impelling change. The four regular staff members presented the topic as a panel for an hour or so, after which the interns were invited to join the discussion and to add other items to the list of world forces below. A more intensive analysis of two specific areas of change was the focus for July 2 and 3. The next three sessions of the first week were devoted to a discussion of selected educational issues growing out of world and national change. Consultants were: Stanley H. Ruttenberg, Special Assistant to the U.S. Secretary of Labor and former Director of the AFL-CIO Department of Research; Alan K. Campbell, Professor of Political Science and Director of Metropolitan Finance Research Project, Syracuse University. The regular staff served as interrogators and critics. Part of the purpose of this section was to provide opportunity for further training and experience in group processes.

The issues discussed were: 1. control of public education; 2. finance of education; 3. status of parochial education; 4. compulsory education; 5. desegregation; 6. district reorganization; 7. internal organization; 8. structural provisions for change; 9. organization of the teaching profession; 10. teacher education and certification; 11. international educational development; 12. the administrator's role in social leadership and public policy-making.

About half the seminar, July 9 through 26, was devoted to a consideration of the conceptual tools for the change agent. The regular staff introduced the topic on Tuesday, July 9. Specific points of discussion involved the nature of theories, concepts and research, and their bearing on administrative practice; understanding human behavior in organization; the social group as an influence on individual behavior; the organization as an influence on behavior; leadership as an influence on individual behavior; environmental factors in change. Consultants during this segment of the seminar were: William F. Anderson, Associate Professor of Education, Syracuse University; Irwin Deutscher, Associate Professor of Sociology, Syracuse University; Gordon L. Lippitt, Professor of Behavioral Sciences, George Washington University; Warner Bloomberg, Jr., Assistant Professor of Sociology, Syracuse University; and Frank J. Munger, Associate Professor of Political Science, Syracuse University.

From July 29 through July 31, the interns attended the First Inter-University Conference for School Administrators. The theme of the conference was, "The Administrative Analysis of Selected Educational Innovations." For a complete report of this conference refer to a monograph of the same title by Richard C. Lonsdale and Carl R. Steinhoff, published by the University Division of Summer Sessions, Syracuse University, April, 1964.

On August 1, the interns made use of the problem consensuses they had been asked to keep during the prior part of the seminar. There was a discussion of the items from the problem consensuses, the development of ways of explaining them, and exploration of ways of classifying them. Consensus problems under discussion for the final ten days of the seminar were: problems in the action process to effect change; conversion of concepts and knowledge into action; development of a course of action; decision strategies; and the role of the intern in administrative action for change. The consultant utilized was: James D. Thompson, Professor of Business Administration, Indiana University. Some of the 1962-63 interns were invited to talk about their change roles as interns as they experienced them.

The culminating session was a dinner for the interns, the administrators of cooperating school districts and the faculty in Educational Administration from the four cooperating institutions at which time the interns summarized the benefits they had received from the six-weeks seminar.

1964 – UNIVERSITY OF ROCHESTER

The 1964 Summer Seminar was designed to focus attention on the administrator's need for understanding the processes of change and for skill in relating to people in such a way as to facilitate the determination and implementation of change. By emphasizing these aspects of administrator preparation, the intern would be prepared to: observe, analyze, and understand the change process during the internship and, subsequently, on the job; and involve himself effectively in and preside over change-producing processes. Each aspect of the Summer Seminar program was designed to contribute to either or both of these purposes.

The program itself contained changes which had resulted from past experience. Both the sensitivity training and the use of simulated materials were innovations. In addition, the instructional approaches to the cognitive materials were modified.

Sensitivity training is a method for the study of group processes developed by the National Training Laboratories of the National Education Association. It involves the removal of the usual organizational and group restraints so that the process of defining and reaching goals is clearly visible to group members, and problems of individuals in relation to the group can be freely discussed in an open and supportive atmosphere.

These methods have been found most helpful:

1. Sensitivity Training Groups

   Participants meet in groups of 12-15 with a professional trainer. They have no formal agenda or prior-determined leader. Normally the groups meet once a day for two hours, but may meet twice a day for approximately two-hour sessions.

   Participants struggle with making decisions about how to spend the time profitably and how to provide structure and leadership. They have time to "thresh out" their struggles and examine their group life. As they do, they begin to get insights into the forces that are at work—things like the leadership struggle, group structure, group objectives, accommodating individual objectives to group objectives, group standards to guide their conduct, what improves and lessens the group's appeal to them, how decisions will be made, how to handle the participation of members, how one's behavior is influencing his group, and how the behavior of other members is influencing one's behavior.

   As the group pauses to study parts of this group life that have interest for them, the trainer helps them to understand the forces at work at that moment. From time to time an individual member may want to test out with others the effect his behavior is having on them—how they see him—and may ask for reactions and information (feedback)—and the members try to help him see himself as they see him in the life of the group.

2. Information Sessions

   Usually the problems with which the learning groups and individuals are concerned, at any given time in the training, can be fairly well predicted. Presentations are made, drawing on research and experiences, to explain further the forces or factors involved with a particular area of interest. Usually the design of the program is such that it is flexible and may be modified to meet the needs and interests of the participants. Real life experiences need to be compared and generalized from the findings of other experiences and research.

3. Skill Practice Sessions

   As a man gets knowledge about what may be, for him, a better way to perform as a manager, he wants to practice trying out the new way. Skill exercise periods are provided to let the participants try out new ways of behaving, or to test out ways that have been suggested in the presentation or by the groups. Here he has little at stake since he knows he is in a training setting and encouraged to experiment with new ways of behaving. If it seems to him to be better than his old pattern, the chances are enhanced that he will try it out in his job when he returns home.

These were the main methods employed. Other action learning methods were also utilized—case studies, informal group discussion, film, gaming and coaching teams. All of these methods were utilized as appropriate to a particular program to provide the maximum opportunity for participants to learn.

The first two weeks of the Summer Seminar were spent in this type of experience. Two experienced trainers were in charge of the group and organized all activities. For purposes related to the nature of the program all interns were asked to live in the dormitories and take meals together for this two-week period.

One of the problems of learning in contrived settings (classes, in-service experiences) is the varied backgrounds of experience which participants bring to the learning situation. Rarely is it possible to "get together" on common settings so that they may be analyzed or decisions may be made. Probably this accounts for the popularity of the "bull session" in which each talks largely in terms of his own problems and situations, relating them as best he can to his fellows.

In recent years, a number of attempts have been made to introduce common reality settings to groups. The case study was prominent for a number of years. Though still popular, the case approach has yielded ground to technology as the film, the kinescope, and the video recording have been proven. These and other developments have made it possible to simulate real situations the same way as the Link Trainer simulates the actualities of flight while keeping the trainee safely on the ground.

The simulated materials introduced in the third week of the seminar were the Whitman School materials which were developed for research into the distinguishing characteristics of successful school principals. Subsequently, they have come into wide-spread use as instructional and developmental materials. The materials—film, filmstrip, tape recording, kinescope, printed material—portrayed (simulated) a genuine school in a particular community so thoroughly as to give the participant the feeling of actually being there. Then it became possible to make decisions about problems that confront the administrator in the Whitman School. It became possible, too, for others to do the same and for all to share in the rationale for the course of action chosen. Thus, the tools of simulated materials were the "simulation" activities, and the "in-basket" items from the principal's desk were the vehicles for introducing decision making activities.

The 1964 Summer Seminar had as one of its objectives the *understanding* of the processes of change. Thus, attempts were made to introduce, during the last three weeks, materials which would contribute to such an understanding. Three areas of concentration were chosen. Within each were factors which influence efforts to introduce change. The three chosen were: (1) the individual; (2) the situation; and (3) the culture. Both consultants and reading material were used in each area. As the conceptual and theoretical materials were introduced, they would be reality-tested by reference to the simulated materials.

Each summer the four universities cooperated in a conference for school administrators which was held during the summer seminar and in the same community. Thus, in 1964, the University of Rochester was to host the conference. The interns attended all sessions of the two and one-half day conference which this year dealt with "Bias and Prejudice." An attempt was made to develop an understanding of bias and prejudice as psychological and sociological phenomena and to relate this to problems of administering schools.

The full-time staff members of the 1964 Summer Seminar were: Robert B. Howsam, Professor of Education, University of Rochester; Samuel A. Moore, II, Assistant Professor of Educational Administration, State University of New York at Buffalo; Douglas R. Pierce, Assistant Professor of Educational Administration, Cornell University; William W. Wayson, Assistant Professor of Educational Administration, Syracuse University. Sensitivity trainers were: Louis B. Barnes, Harvard Graduate School of Business Administration; Donald A. Orton, President of Lesley College, Cambridge, Massachusetts. Consultants were: William J. McGuire, Department of Social Psychology, Columbia University; Robert Bierstedt, Department of Anthropology and Sociology, New York University; John Useem, Department of Sociology and Anthropology, Michigan State

University. Conference contributors included: Kenneth D. Benne, Human Relations Center, Boston University; Max Birnbaum, American Jewish Committee, New York; Allison Davis, Department of Education, University of Chicago; Peter H. Rossi, National Opinion Research Center, University of Chicago; George L. Fitch, Greenburgh School District No. 8, Hartsdale, New York.

1965 — CORNELL UNIVERSITY

The 1965 Summer Seminar was structured on the concept that the school is a social system but that it is a system embedded, in turn, within the social systems of the community, of the state, of the nation, and of western civilization itself. The seminar plan assured that the participants had already completed an examination of what is known and not known about the process of teaching and learning and had developed an awareness of modern American society and its major issues.

Consequently, the primary personal education task for each administrative intern during the seminar was to increase his skills in social diagnosis, whether this be at the organization, community, or inter-personal level. Such objectives called for a setting in which inquiry can take place over a sustained period of time in an open climate. For this reason, it was decided to rent a fraternity house where opportunities for interaction both formal and informal would be facilitated and where typical bureaucratic patterns which imprison many summer session instructors within the narrow confines of the classroom world could be avoided.

Sensitivity training was chosen as a key means for achieving learning goals established for the intern-university seminar. This seemed to be an appropriate experience for future school administrators whose success would in part be measured by their ability to secure the cooperation and support of individuals and groups.

First, a learning environment was created in which each participant was encouraged to examine ideas and feelings he might have about himself and about others with whom he was interacting. Further, each intern had the opportunity to "develop an ability to diagnose the relation between his feelings and his behavior, and to move toward consonance between these." There was the chance to "expand behavior, develop skill in behaving in new and different ways and move toward integrating his various subidentities into a conception of a total self."

Second, an attempt was made to illustrate and clarify concepts which were more generally applicable to school administration.

Under the guidance of two trainers, Professor Thomas Lodahl of Cornell and Professor Max Goodson of the University of Wisconsin, a number of specific exercises were developed whose goal was to create a climate which would permit the seminar to take something other than a traditional approach to learning during the final weeks of the program. These exercises sought to develop helping relationships between: (1) individuals, (2) one individual and an outside group, and (3) groups.

Devices used included dyadic relationships, T-group (training) sessions, planned feedback experiences, observation of group behavior, theory sessions, and work-group sessions. Implicit in most discussions was a concentration on the here-and-now behavior of individuals rather than on there-and-then behavior.

Theory sessions were designed to help each member of the total group better understand his own participation in groups and the function of groups in organizational life. The role of cognitive and affective elements in individual and group behavior was noted and discussed. The intellectual neatness of assuming that man behaves rationally was dispelled as decision-making patterns and styles of leadership were analyzed.

From the data available from all the experiences of the two weeks of sensitivity training, certain concepts as applied to training groups were evident to the interns. These included: (1) cooperation is a valuable tool for getting things done; (2) conflict is highly respected in our culture under the name of competition but is often dysfunctional; (3) consensus in decision-making requires a sensitivity to human beings; (4) individual needs take priority over group goals and must be met; (5) a fully functioning group establishes its own criteria for evaluating whether a member's contributions are useful; (6) attempts to impose artificial structure upon a group are resented as an unnecessary impediment to group success; (7) reliance upon positional authority is resented by members of a group; (8) feedback is essential in helping an individual develop self-awareness; (9) self-awareness is essential to effective behavior; and (10) effective group behavior is the result of individual members playing roles related to helping the group achieve its task or maintain itself.

Two areas were of concern during the second and third weeks of the summer. One area had been structured into the schedule as a "given" over which the participants had no real control. This was the annual Administrators Conference, the theme of which was, "Understanding Human Behavior: A Key to Educational Leadership." The other area was the responsibility for planning the final three weeks of the seminar.

After some discussion, it was agreed that the total group—interns, professors, and trainers—should have the responsibility for planning a program of learning activities for the final period. If the two-week experience in group work really had had impact upon the participants, a valid test of this impact would be an opportunity for creative collaboration in a laboratory environment.

A master plan resulted based on the group goals that had been established in the planning sessions. These goals pointed up the need for three types of activities: (1) independent study; (2) programs designed to facilitate the interaction of members with common interests; and (3) opportunities for informal consultation among various group members. The group believed that approximately 70 per cent of the last three-weeks period should be devoted to independent study. In addition, a mechanism for evaluation of the total summer program was set up. A committee drew up an instrument and administered it to the participants. The last half of the summer program was devoted to implementation of this master plan.

Independent study had been a key area designated by the Planning Committee. A few interns devoted their independent efforts to perusing possible areas for dissertations. Others, whose programs were more advanced, actually developed dissertation proposals. Many interns undertook reading programs to bolster their knowledge in areas of concern to future administrators. Certain members, whose internship responsibilities had been outlined, did library research related to specified job responsibilities. Each person was afforded an opportunity to devote a major portion of his study time to investigation of areas in which he had an interest and a need.

The second area of the master plan concerned topics of mutual interest to members of the group. It had been decided that persons interested in each (or a number) of these areas should be responsible for planning some sort of group activity that would assist in their exploration. The seminar members selected the following topics for group study; community power structure, role theory, organizational climate, innovation, and leadership styles. Various techniques were utilized in presenting material related to each of the topics. Nationally known experts such as Andrew Halpin and Robert Presthus carried on dialogues with the seminar members; area school administrators and Cornell faculty members participated in panel presentations; interns and professors participated in role-playing experiences.

A significant aspect of the final three-weeks experience was the opportunity provided for informal consultation among interns and professors. The conditions for interaction created during the sensitivity training and the very nature of the physical setting were catalysts in the development of consultative situations. Persons working on dissertation proposals found it very easy to secure reactions. Professors developing new courses, preparing speeches, or writing research proposals were able to "try out" ideas on both fellow professors and interns. Members who required assistance or who wanted to continue discussion of a particular topic could do so merely by visiting another room or one of the lounge areas.

The ultimate evaluation of this type of program was a personal and individual matter, for it depended upon evidence found in the behavior of group members. More significantly, when a social system is utilized as a learning experience, as a preparation for life in systems to be encountered, its value is the extent to which the learning experience contributes to individual effectiveness.

The evaluation instrument that the group members developed and used, of course, could not judge effectiveness in future situations. But it revealed an overwhelmingly positive response. Out of eighteen respondents to the question of overall reactions to the seminar, five were highly positive, eleven were positive and three were negative. All eighteen felt that the summer seminar should be continued as part of the Intern Program.

For more complete analyses of this particular program held at Cornell University during the summer of 1965 see: "Training Educational Statesman: Report of a Summer Experiment," by Donald J. McCarty, Harry Randles, Francis Trusty and Leonard Chaffee in *The Journal of Educational Administration*, The University of New England, Australia, Volume V, No. 2, October 1967 and "Preparation for the Administrative Intern," by the same authors in *Phi Delta Kappan*, Volume XLVII, No. 8, April 1966.

1966 — STATE UNIVERSITY OF NEW YORK AT BUFFALO

The State University of New York at Buffalo, Cornell University, the University of Rochester, and Syracuse University requested permission to use unexpended funds from the Administrative Internship Project to support one additional summer seminar (1966) for administrative interns who would undertake the 1966-67 internship. The original contract with The Ford Foundation called for a planning year, four operational years, and an evaluation year. Arrangements for support of the summer phase of the internship in the future were under consideration but had not yet been finalized and funds for the 1968 summer experience were not available. The proposed budget to cover the four-week seminar can be found in Appendix E.

The Ford Foundation agreed to fund this workshop which was held July 5 — July 29 at the State University of New York at Buffalo with Dr. Leonard M. Chaffee of that institution, Dr. Francis Trusty, University of Rochester, and Dr. Harry Randles, Syracuse University as full-time staff members. Dr. Max Goodson was the consultant in charge of the Sensitivity Training for the first two-weeks period. In general, the program format was similar in nature to the 1965 Summer Seminar at Cornell University.

4

Summary of Annual Activities (1962-66)

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CHAPTER IV

SUMMARY OF ANNUAL ACTIVITIES (1962-1966)

The annual reports of the Project II program illustrate two general types of activities: those activities which were actually operationalized in accordance with the initial proposal and those activities which evolved from variations within the needs of the particular interns and school systems which, in turn, were reflected in variations within each university's intern program.

In the intial internship year (1962-63), school districts cooperating in Project II represented widely different settings for the internship. Rural central schools, established and rapidly growing suburban districts, small and large urban systems, and a board of cooperative educational services were all included in an effort to provide a broad base for observation and study of the internship in action.

Plans for involving the intern in the ongoing activities of the district were made cooperatively by the supervising administrator in the district, the intern, and the supervising professor of educational administration from the participating university. There was no single pattern used with all interns. Some interns spent their first months moving from school to school and position to position throughout the district, while others became intimately involved with specific tasks from the outset. In part, these plans were designed to support the career goals of interns while at the same time integrating the interns' particular talents with the current educational needs and activities of the district. Interns differed in the extent of their immediate rapport with personnel within the district. Too, their sophistication for dealing with problems varied and as a result the time consumed in their orientation to the district differed. (A listing of specific intern responsibilities 1962-1966 is found in Chapter V, pp. 57-58).

Professors of educational administration periodically visited with the interns, usually in their schools. Commonly, three-way conferences also involving the supervising administrator were held during these visits as well as two-way conferences of professors and interns or professors and administrators so that the supervising administrator, the intern, and the professor might discuss and evaluate the experiences of the intern and his performance in dealing with administrative problems.

Crucial to Project II was the intent that many approaches to managing the internship be explored. Although there were common purposes regarding the provision of a setting in which the intern might come to grips with the tasks of educational administration, there were peripheral forces at work. The intern was concerned with his career goals and sought to determine where he might successfully imitate his supervising administrator while, at the same time, finding alternate approaches which he either felt would be more prudent or might be used considering his own personality.

The supervising administrator had the task of providing a valid internship opportunity while assuring that decisions would not be made which would endanger morale among district personnel or, more importantly, jeopardize the education being offered each child. The cooperating professors of educational administration sought to establish that the internship was in keeping with the goals which had been set while, at the same time, discerning whether the intern was demonstrating desirable growth in dealing with tasks of public school administration.

Although speakers in the Summer Seminar cautioned that the internship was often a "never-never land," the candor and understanding observed between practicing administrators and these interns in educational administration would seem to indicate that a desirable working relationship was reached. The role of the intern in Project II had begun to take shape in that he had been accepted as a member of the professional administrative team in cooperating districts.

Throughout the year of the internship the interns met in seminars on their respective university campuses. These seminar meetings were both cooperatively and individually defined. Certain goals and aspirations for Project II directed the purposes of these meetings while other purposes, unique to each university, were met. The frequency of meetings varied. One university group met weekly, two met semi-monthly, and one met monthly.

The seminar was an exploratory experience. As its organization took shape, meetings were held in cooperating districts, special visits were planned, and speakers representing various disciplines or administrative specializations were invited to share their ideas. The seminars became oriented to the experiences of the interns in the field. "Critical incidents" were discussed with the seminar leaders directing attention to the integration of formal academic training which might assist in clarifying prudent reasoning and decision making.

Informational deficiencies were discovered and, as in the case of the Summer Seminar, interns reassessed positions which they had earlier accepted with some firmness. The continued use of the interdisciplinary approach to topics under discussion further emphasized the impact of knowledge in fields allied with administration.

Apart from formal meetings the interns and their wives met by themselves socially or with administrators from the field and university personnel and their wives. The adjustment of an administrator and his family in the community proved to be a valuable topic of discussion. Interns were assured and discovered that other administrators and their families had gone through, often more than once, the perplexities of settling in new and different school-communities. Two important observations were made regarding settling in a community. First, there is the risk that an administrator will come to like so much the community and its schools that he will fail to weigh responsibly more challenging opportunities which might require his leaving the district or even the geographical region. Secondly, consideration was given the fact that an administrator who has stayed some period of time in one position may have lost much of the impact of his effective educational leadership—he may have come to be rather taken for granted. Discussions such as these were designed to keep the new administrator aware of career goals while alerting him to the need to accept the growing challenge of educational statesmanship.

Several trips were planned during the internship year. Where possible and desirable, the interns from the four universities and administrators from the field observed educational change in other schools and learned more about state and national agencies which assist public education. Interns took part in a two-day conference for administrative interns and new school administrators each November at the New York State Education Department.

A tour was made of the United States Office of Education, the National Education Association, and the central facilities of the Montgomery County school system in Maryland. This trip was made just prior to the interns' attending the annual convention of the American Association of School Administrators in Atlantic City in February. During the convention the four cooperating universities maintained a joint headquarters and held a reception where the interns were able to meet friends and alumni of the universities. The interns also met as a group to discuss their experiences in the internship and share progress reports. A trip was also taken to the Boston area in May to observe innovations and change taking place in the schools. Ungraded schools, team teaching, and a data processing center highlighted the Boston visit. Possibly more valuable than seeing innovation was the fact that the trip was made by interns and administrators from the field. The hours in transit and the evenings were spent in discussing and assessing the worth of what was seen. Interns had an excellent opportunity to see how administrators projected what they believed to be the relative worth of these innovations to their own schools. Conceptual and operational problems were considered as one.

Interns from individual universities attended various state and area meetings of teachers, elementary and secondary principals, curriculum specialists, chief school administrators, and school board members. Again, participation by the interns was based upon individual career goals in administration and the variable emphasis being given by the cooperating universities. Representative of such variation was a trip taken by the Syracuse interns to New York City to observe the Higher Horizons Program and one of the "600" schools. One intern attended a training and orientation program for IBM data-processing operations. A second intern attended a Chicago meeting of the National Education Association Legislative Committee while another visited school facilities in Los Angeles.

The directors of Project II, the Inter-University Program coordinator, professors of educational administration, and the deans of the four universities met periodically on their own campuses and at a central point in Canandaigua, New York. Attention was directed in these meetings to refining inter-university cooperation, assessing the emergent outcomes of the program, and planning for forthcoming years. Plans for further inter-university cooperation developed at these meetings. An evaluation session was held on June 11-12, 1963, at the Canandaigua Inn, for interns, supervising administrators, and professors of educational administration. Following an address regarding the administrative internship, discussion was directed to specific aspects of the internship identified during the first year. The program was arranged so that there might be small group discussions to facilitate the free exchange of information and ideas. Interns devoted principal attention to suggestions for improving the internship experience in the coming years.

Several rather distinct problems emerged from the generally positive reactions to the internship project. The major problems seemed to be:

1) the administrative style of the administrator may limit the experiences given the intern and may frustrate the administrator, the intern, or both;
2) the interns may develop negative attitudes toward school districts that are not so progressive as the one in which they are interning. They may also get exaggerated views of the demand for their services. Either attitude may make placement difficult;

3) in some instances, placement of interns was more difficult than had been anticipated;

4) some of the policies of Project II were found to be difficult to enforce (e.g., an intern could not take a position in his internship district); hence they should be re-examined.

Developmental programs such as Project II gain efficiency as they are able to profit from the experiences undertaken. The first year proved to be successful. Universities had long felt a need for such a program. There seemingly was an enthusiastic reception of the internship in the cooperating school districts. The first year internship group measured the experience as being distinctly beneficial to them in their professional development.

The look back at the first year of the internship in action provided little reward in terms of ultimate answers. Some persons suggested that it was too soon to attempt discrete assessments. Certainly the ways of coping with such problems as intern selection, common vs. unique experiences, and the place of the internship in the total program were fully assessed.

The gains made, even during the first year, involved having an enlarged pool of experiences from which somewhat more definite assumptions might be made. The experience of the first year clearly showed the breadth of value which can be obtained from an internship. This breadth was the direct result of different people interning in different schools and facing different problems. It also was the result of common purposes and frequent work together.

Beginning in September, 1963, (in late August for a few), twenty-four interns began their full-time internship in the twenty-four cooperating public school districts for the school year 1963-64.

Most of the interns worked out of the central offices of their school districts; some were assigned to specific school buildings for most or part of the time. Most of the interns attended meetings of the board of education along with their superintendents. A number of them were involved in such activities as working with curriculum committees, dealing with pupil disciplinary cases, interviewing teacher candidates and evaluating teachers, planning buildings, and preparing the budget. Throughout their year's experience the interns had frequent opportunities to act as administrative change agents.

Through seminars conducted by each university on campus for its own group of six interns, an opportunity was provided for exchanging reports of experiences, analyzing administrative problems, and making applications of administrative theory. These seminars were held weekly in one university, twice a month in two others, and about once a month in the fourth. Very often two or more faculty members met with the seminar. Some sessions were held in the cooperating school districts where the supervising administrators were invited to report on some of their experiences or share some of their problems with the group. Administrators also occasionally joined with the interns to hear lectures on or to discuss administrative science.

The total group of interns from the four universities took part in an orientation conference for interns and new administrators at Albany sponsored by the State Education Department. In February, the whole group also attended the annual convention of the American Association of School Administrators at Atlantic City*. The interns from one university visited a Long Island school district for several days and submitted a report of their analysis of the school system to the superintendent of schools. Two other university groups of interns joined in a visit to the New York City schools and three other districts in that area. The fourth university took interns and cooperating administrators on a tour of schools in the Chicago area. Individual interns had additional opportunities to visit schools in New York and other states and to attend a wide variety of professional conferences at regional, state, and national levels.

As part of the three-way relationship among the intern, the cooperating school district, and the university, the latter two shared in the direction and supervision of the intern. In general, one or two supervising professors from the university conferred with the supervising administrator and the intern near the end of the preceding school year about the intern's responsibilities for the coming year. This conference resulted in a list of duties, subject to revision as the year progressed, which nevertheless gave the intern a sense of direction at the beginning of the year. During the year supervising professors visited the intern usually about once a month for a conference with him about his work. For the interns of at least one university, the January and May visits involved the supervising professor, the supervising administrator, and the intern in a face-to-face evaluation of the intern's performance up to that time and of the internship project. A written guide was used to give structure and consistency to the evaluation.

The supervising administrators were sensitive to and desirous of performing well their role in assisting in the training of the interns. They saw the internship as a service to the school district; indeed, they recognized this as the primary justification for the district's paying the intern. But they also saw the internship as part of a graduate training program and tried to provide a variety of experiences and challenges which would broaden the technical skills, knowledge, and attitudes of the intern as part of the process of helping him internalize the administrative role.

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*A panel presentation of the Inter-University Internship Program was presented at this convention. Participants included: Coordinator William Irvine; Professors Robert Howsam of Rochester and Richard C. Lonsdale of Syracuse; Harry Hatten, Superintendent of Schools, Hamburg, New York; and John Wilcox, administrative intern, Corning, New York.

The inter-university cooperation of the four universities in this administrative internship project continued to be the most distinctive feature of the project. This cooperation was illustrated in the planning and execution of the Summer Seminar for interns on educational change, the five planning meetings, and other committee meetings held by faculty members from the four universities, the operation of the joint headquarters of the four universities at Atlantic City during the AASA convention, and the two-day Evaluation Conference held at the Canandaigua Inn on May 18-19, 1964, where the interns, supervising administrators, and the supervising professors evaluated the success of the project to date and made recommendations for further improvement. These same kinds of cooperative activities had been carried on during the first operational year of the project in 1962-63.

A new kind of cooperation was undertaken during the 1963-64 year as a direct outgrowth of the internship project. This was the first Inter-University Conference for School Administrators, held at the Hotel Syracuse Country House in North Syracuse in conjunction with the Syracuse University Summer Seminar for interns. The conference on "The Administrative Analysis of Selected Educational Innovations" attracted a total of approximately 200 practicing administrators, administrative interns, professors, and graduate students. Although most of the administrators came from New York, seven other states were also represented. The interns served as panel members and discussion group recorders. The four universities cooperated in sponsoring a similar conference at Rochester in late July, 1964. That conference dealt with the problems of bias and prejudice.

Several research projects concerning the internship were inaugurated or discussed during 1963-64. The program of testing of the interns, inaugurated at the 1962 Summer Seminar at the State University of New York at Buffalo, was expanded to include a battery of personality tests. These were administered to the twenty-four interns for 1962-63 as well as the twenty-four for 1963-64. Descriptive profiles of the test results were prepared and submitted to each of the university faculties in educational administration by Professor William Anderson of Syracuse University who designed and administered the testing program. A doctoral candidate at one of the universities gathered the data for a dissertation on the means by which the interns were oriented or socialized to their new roles during the first three months of the school year. The six interns of one of the universities were his subjects. A faculty member and a doctoral student from another one of the universities submitted research proposals concerning the internship for consideration by the group. A proposal was also discussed for employing a sociologist on a part-time or consulting basis to design and help conduct a research project dealing with the internship.

During the year two new faculty members from one of the universities and one each from two others of the universities became associated with the project after having joined their respective departments of educational administration. In all, about twenty faculty members from the four universities were associated in some way with the planning and operation of the project during the 1963-64 academic year. Professor Donald J. McCarty of Cornell University served during the year as chairman of the local project directors and of the project.

For the first three years of Project II (the planning year and two of the active years) Dr. William L. Irvine was Project Coordinator with offices at Cornell. The coordinator served both the internship project and another project operating concurrently with a Ford grant. The coordinator met regularly with the Project Directors, the Deans and Advisory Councils, where these latter were formed. He assisted in the search for new projects, proposals and sources of revenue. He also visited cooperating agencies and coordinated the preparation of annual reports for the years he was with Project II.

Throughout the years 1964-65 and 1965-66, monthly meetings of the professors from the four cooperating institutions were continued at Canandaigua. The groups concerned themselves with three general areas: 1) reassessment of the program; 2) planning the Summer Sessions; 3) drafting several proposals for continuing the project (These proposals were shared with The Ford Foundation and other funding agencies. All felt that more could have been learned from the continuation of the inter-university project).

As was the case in the first year of Project II, the interns traveled to Washington, D.C. and visited the United States Department of Education offices as well as the offices of the National Education Association and the American Association of School Administrators. On the same trip the interns visited the central facilities of the Montgomery County school system in Maryland.

During these final two years of Project II, many activities were continued that were deemed worthwhile in evaluations of the first two years. Throughout the four years, the placement bureau directors of the four universities met to consider better placement of all graduates and particularly the interns. The Deans of the four universities met regularly, especially during the first two years, to consider progress of the internship program and the other programs being sponsored by The Ford Foundation. Consideration was given to other programs which might be established and the continuation of the internship project.

Also continued through the final two years was the attendance of the interns at the annual meeting held in Albany by the New York State Education Department for new school administrators. Special sessions were arranged for the interns at most meetings.

In addition, the interns met on individual campuses and at least twice each year were brought together as a total group. The first two years of Project II these sessions were planned by the staff with the second meeting used for evaluation. The final two years' sessions were planned and conducted by the interns and involved the consideration of the problems they were encountering and aspects of their own welfare.

During the final year the participating administrators agreed to continue the internship program and to share the cost of the Summer Seminars and intern travel. The salary structure for each intern was changed from dependency on the salary schedule of the participating school system (as noted in Chapter I, page 10), to a flat salary of $7,500 plus $500 for travel and Summer Seminar expenses. This was subsequently changed to $8,000 with the $500 amount being retained.

Probably the most critical gathering of Project II participants of the project in terms of national publicity occurred each year at the joint headquarters which were arranged at the American Association of School Administrators Convention in Atlantic City. A coffee hour was also held on the Monday of each convention. Invited guests included professors of educational administration, deans, chief school administrators, board of education members and interns in attendance at the convention. The headquarters and coffee hour served as invaluable vehicles for the explanation of the Project II operation by the professors of the four cooperating universities, the cooperating administrators, the board members of participating schools and the interns. These sessions did more to "tell the story" of the project than any report written to date.

5

Intern Data and Analysis of Follow-up Intern Questionaire —Project II

CHAPTER V

INTERN DATA AND FOLLOW-UP QUESTIONNAIRE

PROJECT II

In November, 1967, a follow-up questionnaire and cover letter were mailed to all interns who participated in the Project II program 1962-66 (Appendix F). The percentages of replies by intern year were as follows:

1962-63	71%
1963-64	82%
1964-65	78%
1965-66	78%

The total percentage of intern replies was 77%. For a summary of replies to the intern questionnaire see Table #1.

Questions #1, #2, #3 were concerned with pertinent biographical data. Question #4 of the follow-up intern questionnaire asked the interns to list their employment experiences prior to their internships. Table #2 delineates the positions held by the interns two years *prior* to their internships and Table #3 the positions held by the interns one year *prior* to their internships. Table #4 is a compilation of employment positions taken by interns one year *after* their internships and Table #5 their positions as of January, 1968.

In addition to employment position data, the follow-up intern questionnaire sought information concerning professional development in terms of degrees held as of January, 1968, and graduate hours taken *after* the internship experience. Tables #6 and #7 are the compilation of this data by year of internship and university. (See Appendix G for complete Intern Roster and Appendix H for Geographical Distribution of Interns' Present Positions — 1968-69).

TABLE #1

SUMMARY OF REPLIES TO INTERN QUESTIONNAIRE BY UNIVERSITY

	(1962-63)		%	(1963-64)		%	(1964-65)		%	(1965-66)		%	TOTAL		%
	No. in Group	No. Replies		No. in Group	No. Replies		No. in Group	No. Replies		No. in Group	No. Replies		No. in Group	No. Replies	
BUFFALO	6	5		6	6		6	4		6	5		24	20	
CORNELL	6	4		6	3		6	5		4	2		22	14	
ROCHESTER	6	4		5	4		5	3		2	1		18	12	
SYRACUSE	6	4		6	6		6	6		6	6		24	22	
TOTAL	24	17	71%	23	19	82%	23	18	78%	18	14	78%	88	68	77%

TABLE #2

INTER-UNIVERSITY PROJECT II
INTERNSHIP IN EDUCATIONAL ADMINISTRATION
FOLLOW-UP QUESTIONNAIRE
POSITION TWO YEARS PRECEDING INTERNSHIP

Intern Year	1962-63	1963-64	1964-65	1965-66	TOTALS
BUFFALO	Graduate Assistant 1 Teacher 4	Teacher 4 Graduate Assistant 1 Director of Guidance 1	Teacher 4	Teacher 4 Graduate Assistant 1	Graduate Assistant 3 Teacher 16 Director of Guidance 1
CORNELL	Teacher 2 Principal High School 1 Guidance 1	Teacher 3	Teacher 2 Assistant Principal 2 Graduate Assistant 1	Graduate Assistant 1 Teacher 1	Graduate Assistant 2 Teacher 8 Principal 1 Assistant Principal 2 Guidance 1
ROCHESTER	Teacher 4	Teacher 4	Teacher 2 Guidance Counselor 1	School Psychologist 1	Teacher 10 Guidance Counselor 1 School Psychologist 1
SYRACUSE	Graduate Assistant 2 Teacher 2	Community College Professor 1 Teacher 4 Graduate Assistant 1	Teacher 3 Graduate Assistant 2 Industry 1	Teacher 5 Lecturer-College 1	Graduate Assistant 5 Teacher 14 Community College Professor 1 Lecturer-College 1
Year Positions Held	(1960-61)	(1961-62)	(1962-63)	(1963-64)	

TABLE #3

INTER-UNIVERSITY PROJECT II
INTERNSHIP IN EDUCATIONAL ADMINISTRATION
FOLLOW-UP QUESTIONNAIRE
POSITION ONE YEAR PRECEDING INTERNSHIP

Intern Year	1962-63	1963-64	1964-65	1965-66	TOTALS
BUFFALO	Teacher Secondary 1 Graduate Student 1 College Assistant Professor 1 Graduate Assistant 2	Graduate Assistant 2 Teacher Secondary 1 Teacher Elementary 2 Director of Guidance 1	Graduate Assistant 1 Science Supervisor 1 Teacher Secondary 2	Teacher Secondary 2 Graduate Assistant 3	Graduate Assistant 8 Teacher Elementary 2 Teacher Secondary 6 College Assistant Professor 1 Director of Guidance 1 Science Supervisor 1 Graduate Student 1
CORNELL	Graduate Assistant 1 Principal 1 Guidance Counselor 2	Graduate Assistant 3	Teacher 2 Assistant Principal 2 Graduate Assistant 1	Teacher 1 Graduate Assistant 1	Graduate Assistant 6 Principal 1 Assistant Principal 2 Teacher 2 Guidance Counselor 2 1
ROCHESTER	Teacher Secondary 4	College Professor 1 Teacher Elementary 1 Teacher Secondary 2	Teacher Secondary 1 Teacher Elementary 1 Guidance Counselor 1	School Psychologist 1	1 Teacher Elementary 2 Teacher Secondary 3 College Professor 1 Guidance Counselor 1 School Psychologist 1
SYRACUSE	Graduate Assistant 3 Teacher Secondary 1	Community College Teacher 1 Teacher Elementary 2 Teacher Secondary 1 Graduate Assistant 2	Teacher Secondary 3 Department Chairman 1 Graduate Assistant 2	Graduate Assistant 5 Full-time Student 1	Graduate Assistant 12 Teacher Elementary 2 Teacher Secondary 5 Community College Teacher 1 Department Chairman 1 Graduate Student 1
Year Positions Held	(1961-62)	(1961-62)	(1961-62)	(1961-62)	

TABLE #4

SUMMARY
POSITIONS ONE YEAR AFTER INTERNSHIP

POSITION	BUFFALO	CORNELL	ROCHESTER	SYRACUSE	TOTAL
Teaching:					
College	0	2	0	1	3
Public School	0	0	1	1	2
CSA	0	1	1	2	4
Principal:					
Secondary	2	2	3	4	11
Elementary	3	1	2	2	8
Assistant Principal	4	1	2	1	8
Central Office	7	4	2	1	14
Graduate:					
Student	0	0	1	0	1
Assistant	2	3	0	7	12
Other	2	0	0	2	4
TOTAL	20	14	12	21	67

TABLE #5

SUMMARY
POSITIONS HELD AS OF 1/1/68

POSITION	BUFFALO	CORNELL	ROCHESTER	SYRACUSE	TOTAL
Teaching:					
College	2	5	1	2	10
Public School	0	0	0	1	1
CSA	0	2	3	1	6
Principal:					
Secondary	1	3	1	6	11
Elementary	4	0	2	2	8
Assistant Principal	1	1	2	1	5
Central Office	9	4	1	5	19
Graduate Student	0	0	2	1	3
Other	3	0	0	3	6
TOTAL	20	15	12	22	69

TABLE #6

INTER-UNIVERSITY PROJECT II
INTERNSHIP IN EDUCATIONAL ADMINISTRATION
FOLLOW-UP QUESTIONNAIRE
HIGHEST DEGREE HELD AS OF 1/1/68

	1962-63			1963-64			1964-65			1965-66			SUMMARY		
	M.A.	*C.S.O. Diploma	Ph.D.& Ed.D.	M.A.	*C.S.O. Diploma	Ph.D.& Ed.D.	M.A.	*C.S.O. Diploma	Ph.D.& Ed.D.	M.A.	*C.S.O. Diploma	Ph.D.& Ed.D.	M.A.	*C.S.O. Diploma	Ph.D Ed.
BUFFALO	0	3	2	3	0	3	1	1	2	3	2	0	7	6	7
CORNELL	1 B.S. 1	0	2	0	0	3	2	0	3	0	0	2	3 B.A. 1	0	10
ROCHESTER	3	1	0	3	0	1	2	0	0	0	2	0	8	3	1
SYRACUSE	2	0	2	1 B.A. 1	3	1	5	0	1	2	1 B.A. 1	1	11 B.A. 2	4	5
													29 B.A. 3	13	23

*Chief School Officer Diploma

TABLE #7

INTER-UNIVERSITY PROJECT II
INTERNSHIP IN EDUCATIONAL ADMINISTRATION
FOLLOW-UP QUESTIONNAIRE
GRADUATE HOURS TAKEN AFTER INTERNSHIP

	1962-63	1963-64	1964-65	1965-66	TOTALS
BUFFALO	no hours -2 0 to 6 hours -3 7 to 12 hours -1 13 to 20 hours -1	no hours -1 0 to 6 hours -3 7 to 12 hours -2 13 to 20 hours -1	no hours -0 0 to 6 hours -2 7 to 12 hours -2	no hours 2 0 to 6 hours -2 13 to 20 hours -2 21 to 30 hours -1	no hours - 5 0 to 6 hours -10 7 to 12 hours - 5 13 to 20 hours - 4 21 to 30 hours - 1
CORNELL	no hours -2 0 to 6 hours -3 7 to 12 hours -1	no hours -1 0 to 6 hours -2 31 to 40 hours -1	no hours -2 0 to 6 hours -4 7 to 12 hours -1	no hours -1 0 to 6 hours -1 13 to 20 hours -1	no hours - 6 0 to 6 hours -10 7 to 12 hours - 2 13 to 20 hours - 1 31 to 40 hours - 1
ROCHESTER	0 to 6 hours -2 21 to 30 hours -2	7 to 12 hours -2 13 to 20 hours -1 21 to 30 hours -1	no hours -2 0 to 6 hours -3	no hours -1 0 to 6 hours -1	no hours - 3 0 to 6 hours - 6 7 to 12 hours - 2 13 to 20 hours - 1 21 to 30 hours - 3
SYRACUSE	no hours -1 0 to 6 hours -2 13 to 20 hours -2	no hours -2 0 to 6 hours -2 7 to 12 hours -1 13 to 20 hours -1 21 to 30 hours -1 31 to 40 hours -1	no hours -2 0 to 6 hours -2 13 to 20 hours -2 21 to 30 hours -1 31 to 40 hours -1	0 to 6 hours -1 13 to 20 hours -2 21 to 30 hours -2 41 to 50 hours -1	no hours - 5 0 to 6 hours - 7 7 to 12 hours - 1 13 to 20 hours - 7 21 to 30 hours - 4 31 to 40 hours - 2 41 to 50 hours - 1

Part II of the follow-up intern questionnaire was open-ended which allowed some value judgments to be made by the interns in their choice of answers. Question #1: "Identify the major activities in which you engaged during your internship" was divided into four general areas—the summer seminar, the internship, on-campus seminars, and program related activities.

The interns responded to their major summer seminar activities by listing the following: extensive reading; individual reports; case studies; lectures; discussions and debate with lecturers, staff, and fellow interns; role playing; research papers; sensitivity training; independent study; group meetings with outside consultants; attending administrators' conference; exchange of ideas through living with other interns; in-depth examination of the impact of change as it relates to society and to public school organizations, administrative organization, racial imbalance in public schools, theories of administration, and use of federal aid to public and parochial schools.

The activities of the internship itself were vast and comprehensive. The following is the compilation of these activities in general categories followed by the number of interns who participated in the specific task over the four-year period.

1. School-Community Relations (15)
2. Guidance (6)
3. Library (4)
4. Principal (9)
5. PTA (4)
6. Teaching (12)
7. Teacher Aid (4)
8. Central Office (19)
9. Special Education (1)
10. Meetings (various) (13)
11. Professional Affiliation (4)
12. Secretarial (10)
13. Business (15)
14. Building and Grounds (4)
15. Law (18)
16. Curriculum (7)
17. Transportation (3)
18. Student Teachers (2)
19. Evaluating (8)
20. Orientation (4)
21. Observation (4)
22. Research (7)
23. Coordinators (4)
24. Audio-Visual (2)

25. Cafeteria (4)
26. Bulletin Boards (1)
27. Speeches (2)
28. Conferences (12)
29. Custodial (2)
30. Recruitment (3)
31. Pupil Personnel (19)
32. Discussion Leader (2)
33. Assistant Principal (10)
34. Supervision of Teachers (23)
35. Legislative Material (2)
36. Student Organizations (5)
37. Adult Education (1)
38. Field Trips (5)
39. Social (4)
40. Non-teaching Personnel (1)

On-campus seminar activities noted by the interns included: individual reports; group leader; in-service education; speech writer; analyses of concepts studies during summer seminar; formulation of guidelines for future groups; discussion of administrative theory, practical problems facing interns, curriculum development and school organization; visits to each cooperating school district; keeping a personal log; readings in administration, supervision, economics, sociology and political science; presentation of papers analyzing internship experiences and case studies; monthly meetings with supervising professors and other interns; and identifying job opportunities and clarifying personal job expectations.

The final listing of experiences concerned program-related activities as reported in Chapter IV. These included: a visit to the Boston and New York City area schools and U.S. Office of Education; attendance at board of education meetings, PTA meetings, Western New York State School Study Council meetings, a meeting for new administrators at Albany, meetings with interns from the four participating universities, the NEA Legislative Commission meeting in Chicago, the New York State Association for Supervision and Curriculum Development Conference, the New York State School Boards Convention, Cornell University Junior High School Conference, the conference of Chief School Administrators, intern workshop in Canandaigua, New York; course work; and TV appearances.

Question #2, Part II, "What skills gained during your internship have helped you most in your present position?" was responded to in the following manner: group leadership; interaction between faculty, co-administrators and community; use of theoretical framework; studying and analyzing forces opposing change and contributing to modification of these forces; functioning at all levels of administration; doing research; observing a total school system in operation; classifying career goals; developing curriculum skills; developing insights into the nature of organization, organizational behavior and the nature of change in the organization setting; dealing with people in a variety of situations; on-the-job training; observational skills; group process and change process skills; personal development, growth of confidence, development of tolerance for ambiguity; relating and reacting to superordinate-subordinate expectations; the mechanics of group process in decision-making; teacher involvement and teacher evaluation; data processing procedures; publicity; coordinating of team teaching project; budget preparation; sensitivity to others; familiarity with a large school district; working with action groups; presentations to the Board of Education; communications; organizing and running workshops and/or in-service programs; working with large groups; better understanding of school boards and financial problems; testing theory in practice situations; understanding of the superintendent's relationships to others; group dynamics; dynamics of change; strategies for provoking change; seeing situations on a broader and more balanced perspective; selecting personnel; community relations; increased understanding of public school problems; perception and awareness; understanding the importance of balance between responsibility and authority; and listening skills.

The third question in Part II asked the interns to list and assess the contributions of the following elements to the internships: a) the university, b) the supervising professor, c) the cooperating administrator, and d) the Summer Seminar.

Positive contributions by the university included: ever-present real and psychological support; enhanced individual scholarship; weekly seminars; financial assistance; a climate in which to think conceptually; resource personnel; knowledgeable and friendly staff; placement assistance; individualized course offerings and programs.

Supervising professors were perceived to have contributed to the internship experience in the following manner: stimulated the intern toward greater insight and perspective; assumed the role of "sounding board" and reactor; ensured that the participating school system provided the intern with broad administrative experiences; broadened the intern's theoretical background; helped in the intern's introspection of self and role; and evaluation of intern experiences.

Contributions by the cooperating administrator involved: his role as friend, counselor and teacher; acceptance of intern's suggestions and recommendations; the opportunity for the intern to observe a variety of administrative styles; his cooperation in exposing the intern to all aspects of administration within the school system; his stressing the importance of board of education and community relationships with the administrator; providing opportunities for constant discussion and evaluation of the internship experience; and teaching by example.

Finally, the benefits of the Summer Seminars were perceived to have been: understanding the process of change and the intern as a change agent; interaction with staff members, resource persons and other interns; skill in self-evaluation; understanding small group processes; an interdisciplinary approach to educational administration; allowed dissertation planning time; strengthening a foundation of conceptual-theoretical understanding; and a greater understanding of decision-making processes.

Some negative reactions were expressed in answer to Question #3 such as: some of the universities' lack of good rapport with the cooperating school district; the perceived dubious assets of the younger, inexperienced professors; the minimal contributions of some professors; the poor supervision and uncritical attitudes of some of the cooperating administrators; and the "undergraduate" level of the summer seminars as perceived by a few interns. These negative comments, although quite few in number, were indeed considered and acted upon by the university staffs and the cooperating administrators.

The concluding question of the follow-up intern questionnaire asked: "Do you maintain continuing personal and professional relationships with other interns in the program?" Table #8 indicates the response by university.

TABLE #8

RESPONSE BY UNIVERSITY

	YES	NO
SUNY at Buffalo	13	7
Cornell	9	5
Rochester	11	1
Syracuse	16	6

Those answering "yes" were then asked to cite examples of these relationships. These were: social contacts; annual newsletter; meeting at state and national conferences and conventions; meetings in various professional groups; academic courses at the university; through calls asking for recommendations for administrative positions; former interns serving as consultants; and regular social and professional correspondence.

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Administrator and School Board Data and Evaluation of Project II

CHAPTER VI

ADMINISTRATOR AND SCHOOL BOARD DATA AND EVALUATION OF PROJECT II

The administrators of cooperating school districts met periodically on their four respective campuses during the year and together each June of the four years of the project. During these sessions, assessments of the progress of the program were made. Suggestions for improvement of the internship program were discussed and changes were reflected in the next year's activities. At the last session held in June, 1966, at Cornell, the administrators endorsed the continuing of the internship program as developed and agreed to seek funds to pay the full salary of the interns and to provide $500 for travel and expenses of the summer seminar. More than half of the districts supported this proposal, so the internship concept continues at all four universities.

It was at the final session that administrators proposed that all interns receive the same salary (the initial sum of $7,500 was subsequently raised to the present $8,000). Until this time interns had been paid the salary of a teacher in the district. This arrangement had caused some difficulties in that districts were reluctant to accept individuals with many years of service since the salary would be more than some full-time administrators were receiving. The recommendation has been found sound and is still being followed.

An effort was made in the fall of 1968 to seek further evaluation of the project from superintendents, supervisors, and school board members of cooperating districts. An instrument was constructed to determine to what extent the administrator and board members:

1. viewed the intern as positive or negative with respect to:
    a) his relationships with relevant others;
    b) his manifestation of those characteristics that were deemed as desirable objectives in the initial proposal; and
    c) his contributions to the system in terms of a change agent and innovator.
2. viewed the University as positive or negative with respect to:
    a) its providing quality interns for selections;
    b) its role in providing supervision, and

    c) its program of preparation, in particular the summer seminars for interns.

3. viewed the desirability of continuing as a cooperating system in accepting interns and the reasons for continuing or dropping from the program.

Packets containing the questionnaire and cover letter were sent to the person who was superintendent in the intern's district at the time of the internship. (See Appendix I) The superintendent was asked to seek a response from a supervisor, if there was one who worked with the intern, and a board member who knew the intern.

The response was limited in that 47 forms were completed by superintendents out of a possible 89. Thirty-seven board members of 89 completed forms and 35 supervisors responded out of an unknown number.

Both board members and administrators acknowledged that, in many cases, time had erased the knowledge necessary to respond to the specific questions asked. One or more returns were received on 70 of the total of 89 interns.

An analysis of the specific questions was made and submitted to each of the four university staffs. Because of the limited response (partially explainable by several untimely deaths and the span of time), only certain summary statements are included in this report.

General Assessment

There were ten questions that asked for an evaluation of how the intern related to persons in the school district and other persons relevant to the intern's position. Responses indicated that interns related most closely to the superintendent, followed by administrative staff, teaching staff and school board members respectively.

The next nine items were concerned with the extent to which relevant characteristics were perceived. These characteristics were selected by the investigators from the original contract as traits which it might be expected the institutions and school districts would attempt to foster or strengthen. All of the mean assessments of the traits fell in what was considered "good" to "excellent", with the characteristics "Flexibility-Firmness Balance" receiving the lowest rating, and "Curricula/Technical Knowledge and Written Communication Skills" the highest.

When the question of interns as change agents was raised, little evidence was given to indicate that the administrators or board members perceived the interns as change agents. (Whether these people will become change agents in the future remains to be seen).

On the individual items, "Changed Administrative Procedures" ranked highest and "Changed Community Support" the lowest of the five, other items being "Curriculum Practices", "Personnel" and "School Board Policy".

Somewhat related to "change" though not synonymous, is the idea of establishing an "innovative practice". Though interns did not receive high acclaim as change agents, they were given credit for a fairly high percentage of innovative practices.

The next section of the questionnaire was used to ascertain the general feeling that the district had about the intern. Eighty-eight percent responded affirmatively that the interns did progress during their tenure. Eighty-one percent said that at no time did they consider discontinuing the intern's services. Eighty percent indicated that they had not exercised poor judgment in accepting their particular intern.

Strengths and/or weaknesses of the program were sought in the next part of the questionnaire. Results indicated an overall "fair" to "good" evaluation. Remarks tend to show that in specific situations interns proved to be misplaced or not prepared for the specific purpose for which the district wished to use the intern. Interestingly, there was a tendency to be less satisfied with interns as the program progressed. (This might have been due to the quality of the interns or perhaps due to the administrators' remembering the previous interns as they left and not as they came).

Supervision by the university was considered adequate yet there was a difference in the several years and among the four institutions. There was some indication that respondents were not familiar with aspects of the program such as travel, weekly intern seminars and the summer workshops, all of which were considered important by the interns and the professors.

The final part of this section asked for a probability estimate of further continuation in the intern program. Seventy-two percent said chances were good to excellent that they would continue. Reasons stated for continuing were: (1) the value of the program to the district, (2) a professional obligation that the schools should meet, or (3) a combination of the two previous reasons. The reasons for not continuing were rarely noted. When given, they were mainly attributed to the cost of the program—a cost the district was unwilling to maintain.

Assessment by School Years

There were differences in responses with reference to the four yearly groups. But some characteristics seem to have been perceived favorably in all four years.

The interns in two of the years were significantly poorer in oral communication skills than the interns in the other two years. For written communication skills, the interns from one of the years were perceived higher than the interns for any of the other three years. These variations were not consistent although the interns for one of the four years did receive less acceptable ratings. The characteristics as examined in the study may be of assistance in a more immediate follow-up of future intern groups.

Assessment by University

The same analysis of data made of interns from each of the four universities indicated that differences did exist and, in some specific areas, distinct weaknesses did appear. While respondents were asked to give comments concerning the assessment of rated attributes, few comments were, in fact, recorded. Raters noted that the time lapse prevented them from making more accurate assessments.

It is interesting that the universities having generally the highest *and* the lowest quality candidates are the two that have the highest ratings for continuing the intern program. When respondents were asked whether their reason for continuing was the value of the intern to the district or a professional obligation, three of the four signified "the value of the intern to the district" and only one, "high degree of professional obligation".

During the planning year and the four years of the project, numerous meetings with consultants failed to develop any satisfactory method of assessing the true worth of the intern experience either to the intern or the district. The results of this study would tend to substantiate this; yet all who were concerned with the experience seemed to believe that the internship is important and should be a part of any training program. Comments of several board members insisted that the internship should be regarded for administrative candidates the same way as it is for the medical profession. These same people noted that the certification requirements should require the internship. (It is interesting to note that the new certification requirements which become effective September 1, 1969, for all administrative personnel in New York State do call for an internship unless the person has had experience as an administrator.)

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Professorial Data and Evaluation of Project II

69/70

CHAPTER VII

PROFESSORIAL DATA AND EVALUATION OF PROJECT II

The planning year provided the faculties of educational administration from the four cooperating institutions with a tremendous opportunity to reassess goals and objectives for students in educational administration and to determine procedures for providing the needed skills and knowledge to achieve these goals and objectives. During this reassessment, vast differences were recognized in the goal aspirations both in scope and depth.

The Summer Seminars preceding the internship are still considered important but the nature and length of the experience is still in doubt. These seminars provided the prospective interns with the opportunity to know other programs in educational administration through contacts with interns and faculty from the other institutions and served as a forum for the sharing of ideas, expectations and perceptions of others for administrative positions. In addition, contact with resource people who were brought in was afforded the interns and, in some cases, continuing contacts were made with these people that otherwise would not have been as easily made. Those summer sessions which involved sensitivity training and collaborative learning which took place in all summer sessions "opened up" interns for new experiences in schools. However, certain changes were made in the program and in the design for preparation based on an increased awareness of what the internship is and more acumen of what the internship is supposed to do. For example, Summer Seminar programs were altered each succeeding year. This alteration was in response to new insights gained concerning the preparation of interns.

As a result of Project II new staff members were added to work with interns. In all cases the new faculty members made significant contributions to the total program in educational administration. Each university also made a substantial commitment to the internship program. For example, supervision of interns is considered part of the load for members of the faculty.

During the years, when the interns from several universities were brought together for part of the program there developed groups with like interests and career goals. Some of these groups are continuing to work together from their present locations despite geographic separation. Also developed was a network of administrators and university faculty with a common background in preparation programs which served to feed into continuing preparation programs at the four universities. Like and different emphases of the internship program were thus revealed to both interns and staffs of the cooperating institutions. In addition, the project has increased a talent pool from which able administrators could be drawn.

From the viewpoint of the practicing school administrators, they generally found the interns and the visitations by faculty members stimulating and profitable. Hiring school systems had the knowledge that they were receiving a product supported by a program which featured administrative experience through a supervised internship. Closer ties and relationships were possible between the school system and the university through this supervision or through employing a new administrator from the internship program. In addition, participating administrators and boards of education discovered that the intern made significant contributions while in the district because of his global view of the district by association with the central office and chief school officer. The school system received new ideas and the wide experience of the new intern at a medium salary level. Intern reports and year end summaries offered the school systems a new look at their district. Also, there was the opportunity for initiating change in a school system through the vehicle of a one-year intern whose short term affiliation with the system reduced the risk of attempting change. In considering this concept of change, the interns, by and large, knew little about the role of the administrative intern as change agent until it was introduced into this particular project. Both students and faculty came to recognize the importance of change but little had been written by the time the project had terminated. Since then, a host of writers have published material in the area of change and this concept is now well-established. The school administrators did recognize, however, that the interns did take some of their valuable time, and some administrators were reluctant to permit the intern to assume roles in "power areas" in the central office. Despite isolated examples of this practice, the majority of the interns through a series of rotating administrative roles had the opportunity to know and have experience in several positions in the school system. This enabled them to make a better entry level choice for their own eventual administrative position. Critical, of course, to these varied experiences was the chance to have responsibility for action with feedback and evaluation on these actions, an opportunity not frequently available to new administrators.

Project II provided continuing relationships among interns which resulted in social and professional contacts that otherwise would not have been present among the four universities. Close contact with the administrative field enabled the professors to observe the relation of the theory of administration to the practice of administration. Greater access was provided for future research by the cooperating school districts. The professors were also able to work with other professors at different universities who had supplementary or complementary interests as well as to recruit students from a wider geographic area than that surrounding the university through the financial incentives of the internship.

The interaction among the four universities was a most exciting and beneficial experience. Planning for the internship opened discussions over the entire preparation program provided by each university. The staffs learned from each other and, in the process, strong friendships and professional alliances were fashioned. Many activities were jointly sponsored: conferences, meetings and publications.

In terms of national publicity and dissemination of information on the Project II program, perhaps the most extensive example can be noted in the present geographical distribution of professors in the project. In New York State five are located in Buffalo, five in Syracuse, five in Ithaca, four in Rochester, four in the metropolitan New York City area, and one in Albany. Sixteen are located in the following states: Arizona, California (2), Florida, Georgia, Kansas, Maryland, Massachusetts, Michigan, Missouri, Ohio, Oregon, Tennessee, Texas, and Wisconsin (2). The remaining professor is in British Columbia, Canada (See Appendix J).

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Recommendations

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CHAPTER VIII

RECOMMENDATIONS

It is the purpose of this chapter to suggest some possible refinements in conducting educational administrative internship programs similar in purpose and nature to Project II. These recommendations are intended to be general enough so as to allow flexibility to those programs which might choose to incorporate any of them.

Recommendation #1: Formulating a set of general guidelines for the information of the prospective intern seems to be a particularly useful procedure at the start of any internship program. A suggested model for these guidelines is set forth below. In some cases the internship programs of the four cooperating universities in Project II followed these guidelines rather closely. In other cases adaptations were made to suit the interests and needs of the interns, the school system and the cooperating university.

Guidelines Of The Internship Program For The Information Of The Prospective Intern

Purpose

The administrative internship is designed for post-masters students in educational administration who have had no administrative experience in the leadership position for which they aspire. The internship is viewed as a functional vehicle for helping these students to translate their academic preparation into effective administrative behavior. The full year experience provides opportunities for the student to learn operation skills and to develop in the inter-personal processes, with the expert guidance and supervision of a practicing school administrator. By providing these experiences, it is expected that the internship program will make a contribution to develop further the quality of administrative performance in schools (See Appendix K).

Qualifications

To be eligible to apply for the internship program, a person must have been admitted into a two year or doctoral program in educational administration. Normally, intern candidates will be well advanced in such a program.

Application

Students wishing to make application for the administrative internship must complete the form, "Application for Administrative Internship." (See Appendix L) Applications should be submitted by the end of the second week in January of the school year preceding the one for which the appointment is desired.

Selection of Cnadidates

Intern candidates will be selected by the staff of the Department of Educational Administration on the basis of a sound educational background, academic competence, and evidence of potential for outstanding leadership and administrative competency.

As part of the selection process, all applicants will be required to appear before the faculty of educational administration for a one hour interview session. The interview session provides an opportunity for each applicant to present his qualifications, career objectives, and demonstrate his readiness for an internship appointment. The interview sessions will take place during the month of February. Applicants will be notified by mail of the exact date and location.

Each applicant will be notified by his departmental advisor of the decision of the selection committee. Successful applicants will be permitted to candidate for available internship positions.

Candidating for the Internship

After a person has been notified of his acceptance as a candidate for the internship, he will receive a list of participating school districts and school administrators. At this time, candidates should submit in writing to the Department of Educational Administration the names of the three school districts in which they would desire to intern, listed in order of preference. Shortly thereafter, the candidate will receive from the Department the names of three school districts which have been initially recommended to the candidates for application. Candidates may apply to other participating school districts if they so desire. Arrangements for interviews with the chief school officers of the districts to which application is intended, are made on the initiative of the candidate.

It is the policy of the program that interns should neither serve in school systems in which they have been professionally employed during the recent past nor accept a permanent position there immediately upon completion of the internship.

As soon as the candidate has completed his interviews in the districts in which he is interested, he will notify the Department in writing of his first, second, and third choice of districts and state briefly his reaction to each of the internship situations. Likewise, each of the sponsoring school administrators shall indicate their first three choices of interns along with a brief explanation of their selection.

Appointment of Interns

Candidates will be appointed to internships by the Department of Educational Administration in joint agreement with the candidate and the school district. In the appointment of interns, the primary consideration shall be the kind of activities and experiences which will contribute to the education of the intern. A second consideration will be in the service the intern can provide the school. Appointments will be made by April 1, or as soon as possible thereafter.

The Intern Program

Spring Visitation

During the late spring or early summer, persons appointed as interns for the following school year make arrangements with the school administrators in the districts in which they will be interning for two days of visitation. It is recommended that, where possible, one day of the visitation be spent in the company of the school administrator as he proceeds through normal activities of the day. The purpose of the visitation is to better familiarize the intern with school district personnel and to better sense the atmosphere in which he will be working. This contact with the district, limited as it is, provides sufficient orientation for the intern to enable him to benefit more fully from the Summer Seminar.

Summer Seminar

During the summer immediately preceding the year of experience in the school district, all interns are required to attend a four-week seminar on campus. Living on campus is desirable, but not required the final two weeks. The content of the last two weeks is drawn from the several disciplines which can contribute to a better understanding of educational and administrative processes. The seminar carries four semester hours credit.

Students from other universities enrolled in similar internship programs in educational administration are welcome to participate in the seminar if arrangements are made by their institutions.

The Internship Experience

Three types of internship experience can be identified — revolving, straight, and mixed. The revolving internship emphasizes experiences in a variety of areas, resulting in a broader scope of learning experiences. The straight internship emphasizes experience in a fairly specific area, leading to in-depth training within a limited scope. The mixed internship combines the elements of both the revolving and the straight. The typical internship will be mixed, with a variety of combinations of the revolving and straight elements.

The following guidelines pertaining to the internship experience have been established:

1. Interns shall work under the direction of a sponsoring administrator who shall be the chief administrative officer of the cooperating school district or a designated subordinate administrator in that school district.
2. Interns will be given a planned variety of meaningful and responsible assignments as well as a recognized position within the administrative structure of the district. At the beginning of the year the school district will develop with the university and the intern a list of duties to be performed by the intern and other learning experiences to be provided for the intern. At no time should the intern become merely a routine employee of the school system.
3. The intern should be involved in the various processes of administration: decision-making, programming and delegating, communicating and motivating, coordinating, and evaluating. These functions and processes should be appropriate to the needs of the school system and the intern. Further, the intern will have experiences designed to develop his conceptual, human and technical skills.
4. During the internship interns of each university will be also supervised by a professor from the university who works out the process with the chief school officer.
5. The interns will participate as a group in weekly seminars with the supervising professor(s) at the university. Interns will register with the university for this seminar each semester. The sponsoring administrators may also be invited to attend these seminars.
6. The interns will be permitted to be away from the school system up to ten days a year while visiting other school systems of distinction in the state or nation and/or attending professional conferences; interns will be allowed to take part in the annual conference for administrative interns sponsored by the New York State Education Department.

Calendar and Compensation

1. Interns will maintain the same working calendar and daily hours as the school administrator to whom he is assigned. Although the interns employment contract runs from September 1 to June 30, it is expected that the intern will make himself available to the school district one week prior to the opening of school in September. If the chief school officer requests the service of the intern four weeks before the opening of school, the intern is to be considered an eleven month employee, and compensated for his time. Specific arrangements are the responsibility of the intern and the participating school district.
2. The salary to be paid an intern for the ten-month contract period is $8,000 plus retirement and other benefits normally provided professional personnel in the district. In addition, the participating district shall pay $500 to the University to cover the travel cost of interns and other expenses of the internship program. These monies may be expended upon the dual authorization of the intern coordinator and the Chairman of the Department of Educational Administration.

Registration, Tuition, Other Charges

Interns shall register with the university for courses, and be responsible for tuition and other expenses as outlined below:

1. *Summer Session Preceding Internship*
   Registration for Seminar (4 sem. hrs.) at the time of registration for the Second Session of the Summer School.
   Tuition and Fees — Generally the University Intern Program is able to make funds
   Room and Board — available to assist the student with all or at least a large portion of these expenses.
2. *Fall Semester* (Credits may vary among institutions)
   Registration — Internship — (2 sem. hrs.)
   Weekly Seminar — (2 sem. hrs.)
   Tuition and Fees — Paid by the Intern.
3. *Spring Semester* (Credits may vary among institutions)
   Registration — Internship — (2 sem. hrs.)
   Weekly Seminar — (2 sem. hrs.)
   Tuition and Fees — Paid by the intern

Evaluation of Internship

Evaluation procedures will focus upon the performance of the individual interns, upon the summer and weekly seminars, and upon the total internship program.

Interns should evaluate their own performance and experiences as well as share their reactions with their sponsoring administrators and university advisors. Characteristics of the intern to be evaluated include:

1. Ability to relate to superordinates, peers, and subordinates.
2. Flexibility, balanced by the ability to stand firm.
3. Ability to identify, define, and solve problems.
4. A grasp of the purpose of education and technical knowledge of educational practices.
5. Level of maturity.
6. Ability to communicate to groups, both orally and in writing.

An important aspect of the internship program is the advisory committee composed of both participating and nonparticipating chief school administrators and board members from the surrounding area. The advisory committee meets with members of the university staff periodically during the year to evaluate the internship program and suggest ways to make it an even better learning experience. A second function of the advisory committee is to encourage among colleagues wider support for the internship as an effective and needed program to prepare administrators for the schools.

Recommendation #2: A second recommendation consists of a general sequence of chronological experiences of the university staff, the interns, and the school administrators. As in the case of the aforementioned guidelines, these experiences were rather definitive in some programs in Project II while applicable to other Project II programs in a general sense.

STAFF	INTERN	SCHOOL ADMINISTRATOR
	I. Initial consideration of information on administrative internship program	
	A. Contact with university staff	
Reply to candidate	B. Reply from staff with procedural instructions	
	II. Application for admission	
Send application forms Educ. Admin. Program to candidate	A. To university as graduate student B. To Educational Administration Program.	
	III. Screening process for acceptance to Administration Program	
Analysis of candidate's Credentials: 1. Strengths 2. Weaknesses 3. Interests Testing candidate Analysis of test results Interview with candidate Notification to candidate of acceptance or rejection	A. Notification of acceptance to university B. Testing for admission to Administration Program C. Interviews with staff D. Notification of acceptance or rejection	
Coordination of program development with candidate	IV. Completion of required work in Educational Administration A. Core I B. Core II C. Related Work D. Total of 50 hours credit	
	V. Application to Internship Program A. Submission of dossier to University Placement Bureau	
Staff Recommendations	1. Recommendations a. Faculty b. Former administrators	
Analysis of candidate's Dossier	2. Description of readiness a. Self-evaluation b. Administrative check-list of characteristics	Analysis of candidates' credentials
Notification of interview	3. Description of previous professional positions	
	VI. Screening process	
Interview with candidates	A. Interviews 1. University staff 2. School administrators	Interview with candidate
Analysis of test results notification to candidate of selection or rejection	B. Testing (optional) C. Notification of acceptance or rejection	Written analysis of role designed for prospective intern

	VII. Assignment to internship position	
Discussion of internship with candidate	A. Counseling session with coordinator	
Assignment of candidate position	B. Counseling session with school administrator	Discussion of internship position with candidate
Organization of joint meeting of all candidates	C. Assignment to internship position	Letter of acceptance to candidate
	D. Letter of acceptance from school system	Letter of acceptance from school system
	E. Role orientation with other interns	
	VIII. Orientation in school district	
	A. School System 1. School plant 2. School facilities 3. Administrative organization 4. Staff organization 5. Curriculum	Discussion of school system and school community with Candidate 1. Providing clues 2. Answering questions
	B. School community 1. Government 2. Service organizations 3. School committees 4. School board meetings 5. Housing areas 6. Business areas 7. Industrial areas	
	IX. Identification of educational problems	Discussion of educational problems with candidate
Discussion of educational problems identified by candidate Analysis of immediate educational problems selected by candidate	A. Discussions 1. Citizens 2. Staff 3. Administration 4. University Staff	
	B. Selection of immediate problems	Discussion of immediate problems identified by candidate
	X. Summer seminar	
Organization, Presentation, Leadership	A. Role analysis 1. Role of the intern 2. The intern experience: other professions 3. Role and role conflict in organizations 4. Other role relationships	Attendance and participation on a voluntary basis
	B. Organizational analysis 1. The organizational perspective 2. The analysis of organization: formal and informal structure	

	3. Problems of authority and decision making in organization	
	C. Dynamics of change in organizations	
	1. Problems of change in organizations	
	2. Change and interpersonal dynamics in organizations	
	3. Stability and change in organization	
	D. The development of a protocol for analysis of educational change	
Evaluation of each candidate	E. The direction of change in instruction	
	F. Internship problems	
	XI. Internship experiences	
	A. Orientation on internship position	Introduction of intern to staff of school system
	1. Identification of responsibilities	Discussion with intern of specific responsibilities
	2. Assignment of administrative duties	
	B. Functions in administration	
	1. Instructional supervision and educational leadership (approx. ½ time)	
	2. Business administration	
	3. Community relations	
	4. Student relations	
	C. Process in administration	
	1. Decision-making	
	2. Programming and delegating	
	3. Communicating and motivating	
	4. Coordinating	Coordination of intern's experiences with functions of staff
	5. Evaluating	
	XII. Variations from internship responsibilities	
	A. Visits to other systems	
	B. Participation in Annual Conference for Administrative Interns	
	C. Conferences with school administrator	Planning conferences with intern
	D. Seminar with University Coordinator	
	E. Attendance at appropriate professional conferences	

	XII. Evaluation of internship experiences	
Organization and direction of post-internship seminar	A. Submission of log of experiences during internship	Written Evaluation 1. Growth of the intern
	B. Post-internship seminar	2. Value to school system
	XIII. Follow-up Counseling	
Conference with intern and school administrator	A. University staff and school administrator 1. Identification of gr[illegible] 2. Reassessment of strengths and weaknesses 3. Analysis of administrative readiness	Conference with intern and staff
	IV. Placement in full-time administrative position	

Some general recommendations might also prove useful to any institution(s) seeking some guidelines for a similar type of administrative preparation program.

Recommendation #3: The internship is looked upon as an important part of a preparation program for those aspiring to educational positions. A full year is considered most desirable and should come after a student has completed a major portion of his program, either at the end of a sixty-hour program or just prior to completing his doctorate.

Recommendation #4: It is strongly recommended that the Summer Seminar continue to operate for several institutions rather than any one institution attempting to carry the burden for merely its own intern group. In mixing the students from the several institutions, benefits would accrue not only to the students but also to the faculties and participating school districts. If this organizational plan (for some reason) cannot be operationalized, the Summer Seminar should definitely be maintained as an integral part of an internship program.

Recommendation #5: Service of the intern should occur in a district other than the one in which the individual has been employed; and the intern should not be employed by the district in which the internship was completed. These provisions should be incorporated in school board policies governing internships.

Recommendation #6: Throughout Project II the interns' salary was progressively advanced to a sum which made the experience possible. Districts recognize the value of the internship to the district but do seek funds from outside sources. In some states, this may come through state aid unless the district is on some type of "flat grant". Hopefully in the future, states will recognize the importance of the internship experience and make specific regulations so that the district may be at least partially re-imbursed. In the meantime, it would behoove school districts and universities to develop on-going ways to provide adequate support levels for these university-sponsored internships. The salaries paid the interns should be advanced as salaries of teachers increase. A flat sum may be more desirable than tying the amount to the teachers' salary schedule. When the latter method is used, some districts may reject applicants because of their position on the salary schedule resulting in persons with lesser experience being chosen as interns.

Recommendation #7: A careful selection process should be evolved and intern placement should be a three-way arrangement. This enables the needs of the district, the intern and the university to be more adequately fulfilled.

Recommendation #8: Provision should be made for more complete counseling and guidance services for the intern in order to accommodate his level of aspiration and provide a realistic initial and long-range career opportunities.

Recommendation #9: Further study and analysis should be promoted concerning the potential for an intern to be a change agent.

Recommendation #10: Since New York State administrative certification requires an internship, better recruitment and selection of prospective interns should be considered. One suggestion might be the development of a central clearinghouse for interns in order that experience can be gained away from "home" territory and prospective interns can see what would be available state-wide. Possible consideration could be given at regional levels or state level for creation of the position of Director of Internships.

Recommendation #11: It is highly recommended that internship programs be a cooperative venture among several universities in order to provide an invaluable exchange of ideas and services which would benefit not only the cooperating universities but also the interns and the participating school districts.

Recommendation #12: For a more definitive analysis and evaluation of intern groups, inquiry should be made closely following the internship in the hope of securing the response of the person best qualified to make the evaluation.

Recommendation #13: Any valid assessment of an internship program such as Project II should and must occur after the interns have been "on-the-job" as educational leaders for a number of years. It is recommended that long-term career studies be made of the administrative interns of Project II.

APPENDICES

A. Project II Budget

B. Letter of Approval from the Ford Foundation

C. Terms of the Grant

D. Statement of Agreement between Universities and Participating School Systems

E. Proposal for Summer Workshops

F. Cover Letter and Follow-up Intern Questionnaire

G. Intern Roster

H. Geographical Distribution of Interns and their Present Positions — 1968-69

I. Administrator — School Board Cover Letter and Questionnaire

J. Geographical Distribution of Participating Staff and their Present Positions — 1968-69

K. Announcement of Internships

L. Application for Internship

APPENDIX A

Project II

REVISED BUDGET

Item (One University)	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	Total
1. Planning and development: conferences, selection of centers, program development, design of studies, travel and secretarial expenses.	$6,000						$6,000
2. One 6-week and one 1-week seminar for each of four groups of interns		3,125	3,125	2,000	1,000		9,250
3. Tuition and cost of living allowances for interns during summer seminars.		3,000	3,000	2,000	1,000		9,000
4. Contribution to intern salaries.		21,600	21,600	6,000			49,200
5. Associate professor to supervise interns, work with cooperating schools, plan seminars, teach, conduct studies, advise students. Salary and benefits.		10,000	10,000	7,500	5,000		32,500
6. Costs of travel for interns to visit other school systems. $300 each to 6 for 2nd and 3rd years; $150 each to 6 during 4th year. School systems to gradually absorb this cost.		1,800	1,800	900			4,500
7. Costs for consultants, conferences in academic year, travel for staff.		2,000	2,000	1,500	1,000		6,500
8. Graduate assistant.		3,000	3,000	3,000	1,500		10,500
9. Secretarial services.		1,000	1,600	3,200	3,350	1,600	10,750
10. Studies and publications.		500	500	750	1,000	1,000	3,750
Total, One University:	$6,000	46,025	46,625	26,850	13,850	2,600	141,950
Total, Four Universities:	24,000	184,100	186,500	107,400	55,400	10,400	567,800

APPENDIX B

THE FORD FOUNDATION
477 Madison Avenue
New York 22, New York

April 11, 1961

President Deane W. Malott
Cornell University
Ithaca, New York

Dear President Malott:

I am pleased to advise you that The Ford Foundation has approved a grant of $1,844,000 to Cornell University, as fiscal agent. to be used over a period of six years by the University of Buffalo, Cornell University, the University of Rochester, and Syracuse University for cooperative programs to strengthen teacher education and the training of educational administrators. This grant is being made in response to Dean Frederick N. Stutz' request of December 21, 1960 addressed to Dr. Alvin C. Furich of the Foundation staff, as modified by supplementary statements of the same date and by this letter.

It is our understanding that $1,276,000 of these funds will be used for the inter-institutional program to prepare superior students for high school teaching, that the remaining $568,000 will be used for the inter-institutional program to prepare public school administrators through an internship training program, and that the funds will be divided equally among the four institutions.

We further understand that these programs are designed to become a permanent arrangement, after the expiration of the grant, supported by the universities and the cooperating school systems as part of the regular programs of teacher education.

The Foundation will refer to this grant in a press release on Monday, April 17, 1961. If you would like to release more detailed information on that date or later, there is no need for prior clearance from us. Please consult with the Foundation's Office of Reports, however, should you wish to make an earlier announcement.

The attached statement sets forth further terms and conditions applicable to your grant. If there are any points in this letter or in the attached statement that need clarification, or if you wish additional information, please do not hesitate to communicate with us.

The amount of the grant has been calculated to take into account the interest which you will earn over the grant period. It is expected that both the principal and interest will be devoted to the programs for which the grant is being made.

Payment of the grant will be made in full in the near future by Mr. James M. Nicely, Treasurer of the Foundation.

On behalf of the Foundation, may I extend every good wish for the success of this program.

Sincerely yours,

Secretary

Attachment
cc: Dean Frederick N. Stutz
Dean Robert S. Fisk
Dean William A. Fullagar
Dean Virgil N. Rogers

APPENDIX C

THE FORD FOUNDATION

477 Madison Avenue
New York 22, New York

TERMS OF GRANT

Grantee: Cornell University Ithaca, New York	*Date:* April 11, 1961 *Amount:* $1,844,000 *Period:* Six Years

1. *Expenditure of Grant Funds:* The grant is for the purposes stated in the accompanying Letter of Grant Notification and is subject to modification only with the Foundation's approval.
2. *Return of Grant Funds:* Grant funds will be returned by the grantee to the Foundation:
   - (a) If the grantee's exemption from Federal income taxation under Section 501 (c) (3) of the Internal Revenue Code is revoked;
   - (b) If these funds are not expended in accordance with the conditions of the grant and within the period stated.
3. *Reports to the Foundation:* The grantee will furnish the Secretary of the Foundation with a written report upon completion of the project or program for which the grant has been made. Where the period of the grant exceeds one year, the grantee will furnish interim reports annually, in addition to the final report. These reports should as a minimum contain a financial accounting by categories of expenditure; a narrative account of what was accomplished by the expenditure of the funds; and reference to any publications resulting from the grant which have appeared or are in preparation. The Foundation would also appreciate receiving, as part of the final report, an evaluative statement by the grantee giving his estimate of the extent to which the program or project achieved its objectives. This statement will be treated as confidential.
4. *Public Announcements:* The announcement of this grant will be made as stated in the accompanying Letter of Grant Notification. The Foundation's Office of Reports would like to receive copies of press releases, photographs, film scripts, or any published material about the grant or the work it has made possible.
5. *Commitment:* This grant is made with the understanding that the Foundation has no obligation to provide other or additional support for the grantee, unless otherwise stated in the accompanying Letter of Grant Notification.

APPENDIX D

THE ADMINISTRATIVE INTERNSHIP PROJECT

Agreement
1961-1967

Preamble:

The University of Buffalo, Cornell University, the University of Rochester, and Syracuse University, through their Schools of Education, are developing a long term project for the demonstration and study of the internship in educational administration designed to help new administrators learn how to behave as agents of change in order to bring about more rapid and effective adaptation of public school educational programs to our changing society and world. The ultimate purpose of this project is to develop a higher order of administrative performance in schools by selecting a limited number of administrative interns who already possess a substantial background in general education, and to place these persons in a well planned core program of administrative studies coupled with a realistic learning experience in an internship in a carefully chosen school system. The Universities have secured the help of the Ford Foundation in the experimental and developmental stage of the project, with the goal of establishing the program on a permanent self-supporting basis in the future.

Agreement:

This agreement relative to the responsibilities to be assumed by the respective Schools of Education, and the several school systems cooperating in the ADMINISTRATIVE INTERN PROJECT, sponsored by the Ford Foundation, outlines the commitments for shared services which are mutually understood and agreed upon by the undersigned representatives of the .... School of Education and the .... School District of .... New York, as follows:

.... University, through its School of Education agrees:

1. That intern candidates will be selected on the basis of a sound educational background, academic competence, and success in teaching and administration. Normally, candidates will be near the close of a two-year program in educational administration on one of the four university campuses.

2. That interns will be selected by the spring of the school year preceding the internship, with assignments to schools to be made

jointly by the university and public school staffs. In no case will an intern be assigned to a school system until such placement is mutually acceptable to both parties.

3. That during the internship, supervision will be provided by the sponsoring University; interns will be visited at least monthly by their supervising professors and will have at least monthly seminars with other interns and the supervising professors at each of the respective sponsoring universities.

4. That, in preparation for the internship, the interns will be brought together on one campus during the summer preceding assignment to schools. A six-weeks seminar on educational change will be held for the interns, involving an interdisciplinary staff drawn from the fields of education, psychology, sociology, business, economics, and other appropriate fields. When appropriate, public school administrators, who will be supervising interns, will be included in this seminar.

5. That each intern will be expected to devote about half of his time to instructional supervision and leadership of the educational enterprise, including close work with teachers on newer methods and media in teaching, and newer staffing arrangements. Other duties will include personnel and business administration, working with the community, and student relationships.

6. That in the summer following the internship, there will be a seminar of about a week in length to evaluate with the interns their success in bringing about educational change in their respective school systems and to help them project plans for exercising educational leadership in the coming first year in a regular administrative position.

7. That career studies will be conducted of interns during the first ten years after the internship to further analyze their success as change agents, professional progress, and the contribution of the internship to their careers; the findings resulting from these studies and all research pertaining to the project will be made fully available in written form to participating schools.

8. That .... University will pay a stipend of $3,000 to each intern and will underwrite tuition and cost of living allowances for two summer seminars for each intern, one six-weeks, and one one-week seminar. Costs of travel for interns to visit other schools will be provided. The University will also contribute the staff time of a number of regular staff members as well as the curricular and facilities resources of the campus.

The .... School District, through its Board of Education agrees:

1. That interns assigned by the .... School of

Education shall be given the opportunity to learn administrative skills under the direction of a competent administrator within the cooperating school system. The administrative specializations (chief school administrator, elementary or secondary school building principal, supervisor or director of instruction, school business administrator, or student or staff personnel administrator) are to be included within the purview of the project.

2. That the supervising administrators will devote a reasonable amount of time to assisting interns in their work assignments.

3. That each supervising administrator will keep in close touch with the intern and schedule conferences with the intern, designed to provide needed assistance and guidance.

4. That the .... staff assigned to the Administrative Intern Project will be permitted to provide supervision of interns through observation and conferences.

5. That supervising administrators may be invited to attend several meetings on the .... campus, devoted to the discussion of the internship program and to suggestions for its improvement. These administrators may also be invited to attend certain seminars occasionally, and to participate in the research phase of the Project.

6. That the major responsibility for determining whether or not the services provided by an intern are satisfactory rests with the cooperating school staff.

7. That the services of an intern may be discontinued if necessary or desirable, upon twenty days advance notice to the School of Education and to the intern.

8. That interns be permitted to take ten days a year away from the school system in visiting other school systems of distinction in the state or nation; further that interns be allowed to take part in the annual conference for administrative interns sponsored by the New York State Education Department.

9. That the co-operating school system will pay a stipend to the intern equal to the difference between $3,000 and the salary which the intern would normally receive on the teacher's salary schedule.

10. That the cooperating school system express an intent to participate in the project during its formative stages (1962-63 to 1966-67) within the terms stipulated above.

It is further understood and agreed by the parties to the Agreement: That this Agreement may be amended, if necessary, with mutual consent of the parties concerned, namely, the Co-operating School District and the .... School of Education.

It is further understood and agreed that the many details which are inherent in a program of the type of the Administrative Intern Project will be reviewed and decisions reached relative to the best method of handling them, at the time they arise, by representatives of the parties to this Agreement.

Acknowledged by ....

for the .... School District

Acknowledged by ....

for the .... University School of Education

Date: ...., 196.... .

APPENDIX E

PROPOSED BUDGET TO COVER FOUR-WEEK SEMINAR

July 5, — July 29, 1966

1. Amount to be paid by the Regular Summer Sessions Program at the State University (SUNY) at Buffalo:

a. Salary of Sensitivity Trainer	$1,200.00
b. Salary of professor at SUNY at Buffalo	2,000.00

2. Amount to be paid out of the Project II funds by the participating institutions (if approved by the Foundation):

a. Expenses for sensitivity trainer	$ 350.00
b. Tuition for 18 administrative interns @ $120 for 6 credit hours per semester	2,160.00
c. Summer session fee for 18 administrative interns @ $8.60	154.80
d. Living allowance (four weeks in residence on campus) for 18 administrative interns @ $175	3,150.00
e. Miscellaneous expenses including films and other instructional materials	200.00
TOTAL	$6,014.80

One-third of this total will be paid by each institution from its Project II Account Thus, the cost to *each* institution for these budget items is $2,005.00

3. Syracuse and Rochester will have additional expenses for professors who will be in residence for the entire four-week period.

a. Salary for two professors for the four-week period	$3,400.00 (apprx.)
b. Living allowance for two professors for the four weeks @ $200 each	400.00

It is anticipated that the total cost to each of the participating institutions for the total four weeks' summer seminar will be approximately $3,800 — $4,000.

APPENDIX F

BUFFALO CORNELL ROCHESTER SYRACUSE

INTER-UNIVERSITY PROGRAM

November 27, 1967

To All Former Interns:

As you may know, the formal contract period of the Inter-University Project II (Ford Foundation) is drawing to a close. To fulfill the terms of the contract, it is necessary that a final report be prepared and submitted to the Ford Foundation.

As a part of the final report, directors from the four cooperating universities are trying to obtain information on the interns who have participated in the program. I would like to ask for your assistance in completing the enclosed questionnaire. *Please return the questionnaire in the enclosed stamped envelope.*

The internship experience is an integral part of administrator preparation programs. Your continued interest and support is of great value to its success.

Thank you for your help.

Sincerely yours,

Samuel Goldman
Director, Inter University Project II
Syracuse University

Inter-University Project II
Internship in Educational Administration
Follow-up Questionnaire

1. Name: Mr.
Miss ....
Mrs. Last First Middle or Maiden

2. Current Address: ....

Phone Number: ....

3. Internship:
District: ....

Dates of Internship: (Years) ....

Cooperating Administrator: ....

Supervising Professor: ....

University: ....

4. Employment Experience *prior to your internship.* Include teaching and research posts as well as non-academic and military positions. For each, give name of employer, address, and duties of employment. Casual or short periods of part-time employment need not be included.

Prior Positions Employer Address Dates Duties

....

....

....

....

....

....

5. Employment Experience *after completing your internship.* Include all posts as well as any non-academic and military positions held since completing your internship. For each, give

name of employer, address, and duties of employment. Casual or short periods of part-time employment need not be included.

First position after completing your internship.

Position Employer Address Dates Duties

....

Subsequent positions held:

Position Employer Address Dates Duties

....

....

....

....

....

....

....

6. Education:

A. Please indicate degrees completed:

College or University Dates Major—Minor(s) Degree & Year

....

....

....

....

B. Please indicate the number of hours of course work taken, when and where *after* completing your internship.

College or University	Dates	Number of Hours

7. Please include a current photograph for use in preparing the final report.

PART II

1. Identify the major activities in which you engaged during your internship experiences.

   A. The Summer Seminar

   B. The Internship

   C. On Campus Seminars

   D. Program Related Activities

2. What skills gained during your internship have helped you the most in your present position?

3. List and Assess:
   A. The University's contribution to your internship experience.

   B. The supervising professor's contribution to your internship experience.

   C. The cooperating administrator's contribution to your internship experience.

   D. The summer seminar contribution to your internship experience.

4. Do you maintain continuing personal and professional relationships with other interns in the program? YES....... NO.......?

   If yes, please cite examples of these relationships.

APPENDIX G

ADMINISTRATIVE INTERN ROSTER 1962–63

Intern	Cooperating School District	Chief School Officer	Present Position 1968-69
BUFFALO			
Gredwick, Donald	North Tonawanda Public Schools	Maurice Friot	Elementary Principal North Tonawanda
Kiener, George	Lockport Public Schools	Kenneth Fuller	Elementary Supervising Principal Hamburg, New York
LaGuttuta, Nicholas	Clarence Central School	Arthur Shedd	Director of Continuing Education Geneseo, New York
Pietak, Raymond	Amherst Central School	John Scheller	President — Southwestern Michigan College
Robson, John	Kenmore Public Schools	C. Sherwood Miller	Director of Secondary Education West Seneca, New York
Zaccarine, Paul	Hamburg Central Schools	Harry Hatten	Assistant Superintendent for Instruction Elmira, New York
CORNELL			
Egner, Joan	Corning Public Schools	Gordon A. Wheaton	Assistant Professor Educational Administration Department of Education Cornell University
Graham, Geoffery	Hornell Public Schools	Sidney L. MacArthur	Superintendent, Rutland Supervisory Union Proctor, Vermont
Hennigan, Donald	Elmira Public Schools	Donald Keeler	Superintendent, Manchester Public Schools, Manchester, Connecticut
Koch, Edward	Binghamton Public Schools	Martin A. Helfer	Assistant Professor School of Education University of Alberta Calgary, Canada
Vanderlip, William	Vernon-Verona-Sherrill Central School	John Skawski	Assistant Superintendent for Secondary Education Niagara Falls, New York

Wilcox, John	Maine-Endwell Central	William Anderson	Principal, Canandaigua High School Canandaigua, New York

ROCHESTER

Adams, Ivan	Rochester Public Schools	Herman R. Goldberg	Superintendent of Schools Brewster, New York
Dexheimer, Roy	Webster Central School	Herbert Schroeder	Superintendent of Schools Batavia, New York
Hutt, Carroll	Gates-Chili Central School	William J. Kirkmire	Superintendent of Schools Palmyra-Macedon Palmyra, New York
McKee, Paul	West Irondequoit Central School District	Robert Doran	Director, Innovation and Demonstration Component Genesee Valley School Development Association Rochester, New York
Richardson, Benjamin	Brighton School District	Leonard Smith	Elementary Principal Rochester, New York
Watson, Betty	Rush-Henrietta Central School	John W. Parker	Elementary Principal Fairport, New York

SYRACUSE

Hammond, Robert	Westhill Central Schools	Fred Fuller	High School Principal Trumansburg, New York
Leal, Ernest	Syracuse Public Schools	Gerald Cleveland	Assistant Superintendent of Administration Liverpool, New York
Salmon, Hanford	North Syracuse Central School	Charles Bradley	Personnel Director Syracuse City Schools Syracuse, New York
Steinhoff, Carl	Liverpool Central Schools	Ted Grenda	Assistant Professor of Education City University of New York
Taber, Thomas	Jamesville-Dewitt Central School	Richard McGee	Assistant District Principal Webster Central School Webster, New York
Walker, William	Board of Cooperative Educational Services Lyons Falls	Howard Sackett (deceased)	Associate Professor Alfred University Alfred, New York

ADMINISTRATIVE INTERN ROSTER 1963-64

Intern	Cooperating School District	Chief School Officer	Present Position 1968-69
BUFFALO			
Bailey, Donald	Amherst Central School	John Scheller	High School Principal Marcellus, New York
Bartlett, Arnold	Medina Public Schools	Charles T. Button	Elementary Principal Clarence, New York
DeForest, J. Lynn	Clarence Central School	Arthur Shedd	Assistant Superintendent Fairport, New York
Gugino, James	Hamburg Public Schools	Harry Hatten	Elementary Principal Geneva, New York
Olney, Parker	Kenmore Public Schools	C. Sherwood Miller	Director of Pupil Personnel Services N. Syracuse, New York
Woodard, Samuel	North Tonawanda Public Schools	Maurice E. Friot	Director of Program Implementation Philadelphia, Pennsylvania
CORNELL			
Browder, Lesley	Washington School Hornell, New York	Sidney L. MacArthur	Superintendent of Schools Mahway Public Schools Mahway, New Jersey
Hin, William	Elmira Public Schools	Donald Keeler	Superintendent of Schools Hornell, New York (on leave 1968-69)
Purrington, Gordon	Binghamton City School District	Martin Helfer	Assistant Professor of Educational Administration Florida State University Tallahassee, Florida
Schafer, Michael	Maine-Endwell Central School	William Anderson	Principal, Middle School Maine-Endwell Central School Endwell, New York
Sherwood, Bruce	Vernon-Verona-Sherrill Central School	Fred Tuthill, Jr.	Principal, Junior Senior High New Lebanon Central School New Lebanon, New York
Sproule, Joseph	Sherburne Central School	Thomas Lotz	High School Principal Brighton, New York

ROCHESTER

Achilles, Charles M.	Rush-Henrietta Central School	John W. Parker	Assistant Professor of Education University of Tennessee Knoxville, Tennessee
Campanella, James T.	Webster Central Schools	Herbert Schroeder	Junior High School Principal Webster, New York
Florack, Ted	Gates-Chili Central School	William J. Kirkmire	Vice Principal - High School Baldwinsville, New York
Gutierrez, Carlos	Albion Central School District	George Wolfe	District Principal Friendship, New York
Nicoletti, Jean Scardino	Brighton School District #1	Fred Painter	Supervising Teacher Rochester, New York
Shelp, Irving F.	West Irondequoit Central School District	Earles W. Helmer	Director of Personnel Liverpool, New York

SYRACUSE

Caezza, John F.	Board of Cooperative Educational Services Lewis County	Howard Sackett (deceased)	Professor of Chemistry Morrisville Agricultural and Technical Institute SUNY, Morrisville, New York
Caracciolo, Edward P.	North Syracuse Central School	Charles Bradley	Principal Irving School Hornell, New York
Field, David W.	Liverpool Central School	Peter Dugan	Assistant Superintendent Business Administration Williamsville Central School
Smith, Francis P.	Westhill Junior-Senior High School	Harold Langlitz	Federal Projects Coordinator Tioga-Chemung BOCES Horseheads, New York
Sudlow, Robert E.	Jamesville-Dewitt Central School	Harold Rankin	Director of Curriculum Williamsville Central Williamsville, New York
Weeks, David H., Jr.	Syracuse City School District	Franklyn S. Barry	Elementary Principal Syracuse City School Syracuse, New York

ADMINISTRATIVE INTERN ROSTER 1964-65

Intern	Cooperating School District	Chief School Officer	Present Position 1968-69
BUFFALO			
Attea, William	North Tonawanda Public School District	Maurice E. Friot	Director of Instructional Services Wilmette, Illinois
Chodack, Milton	Lockport City Schools	Kenneth A. Fuller	Assistant Superintendent for Instruction Lockport, New York
Hanssel, John	Clarence Central School District	Clifford Crooks	Assistant Director — Project Innovation Williamsville, New York
Kusneske, Robert	Kenmore Village School District	C. Sherwood Miller	Assistant Coordinator of Secondary Education Lockport, New York
Leverenz, Carl	Amherst Central School District	Edward Mustard	Elementary Principal Montgomery County, Ala.
Sekowski, Robert	Hamburg Central School District	Harry Hatten	Deputy Director Educational Data Processing Buffalo, New York
CORNELL			
Barrett, William	Elmira Public Schools	Donald Keeler	Coordinator of Special Projects, Corning, New York Corning — Painted Post School District
Blanchard, Kenneth	N.Y.S. Regents Comm. on Educational Leadership	Richard Morrow	Assistant Professor of Management, Ohio University Athens, Ohio
Hickox, Edward	Maine-Endwell Central School	William Anderson	Assistant Professor, Ontario Institute for Studies in Education, Toronto, Canada
Jamba, Stephen	Ithaca Public Schools	James I. Mason	Director — Catskill Regional Center for Educational Development Oneonta, New York
Kingsley, Dennis	Corning Public Schools	Richard MacDonald	Graduate Assistant Cornell University
Phillips, William	Sherburne Central School	Thomas Lotz	Principal—Senior High School Maine-Endwell Endwell, New York

ROCHESTER

Buchner, Gary A.	Albion Central School District	George Wolfe	Junior High Principal Ithaca, New York
Graser, Daniel	Gates-Chili Central School District	William J. Kirkmire	Superintendent of Schools Lincoln Park, New Jersey
Heinrich, L. William	West Irondequoit Central School District	Earle W. Helmer	Personnel Administrator W. Irondequoit, New York
Love, Nellie M.	Rochester City School District	Herman R. Goldberg	Senior Consultant Instructional Communications Rochester City School Rochester, New York
Nicoletti, Jean Scardino	Brighton School District #1	Fred Painter	Supervising Teacher Rochester, New York
Whiting, Alan S.	Webster Central Schools	Herbert Schroeder	W. Irondequoit, New York

SYRACUSE

Drenchko, Joseph	Syracuse City School District	Franklyn Barry	Teacher N. Syracuse, New York
Hamaty, George	Jamesville-Dewitt Central Schools	Harold Rankin	Senior High Principal Saugerties, New York
Huyck, Robert	North Syracuse Central Schools	Mark Wayne	High School Principal Niskayuna Central School Niskayuna, New York
Leonard, Edward	Board of Cooperative Educational Services Lewis County	Howard Sackett (deceased)	New York State Department of Education Elementary Division Albany, New York
Rossiter, Harry	Westhill Central School	Harold Langlitz	Director of Curriculum Union Springs, New York
Siring, R. Jack	Liverpool Central School District	Peter J. Dugan	Supervising Principal Stamford, New York

ADMINISTRATIVE INTERN ROSTER 1965-66

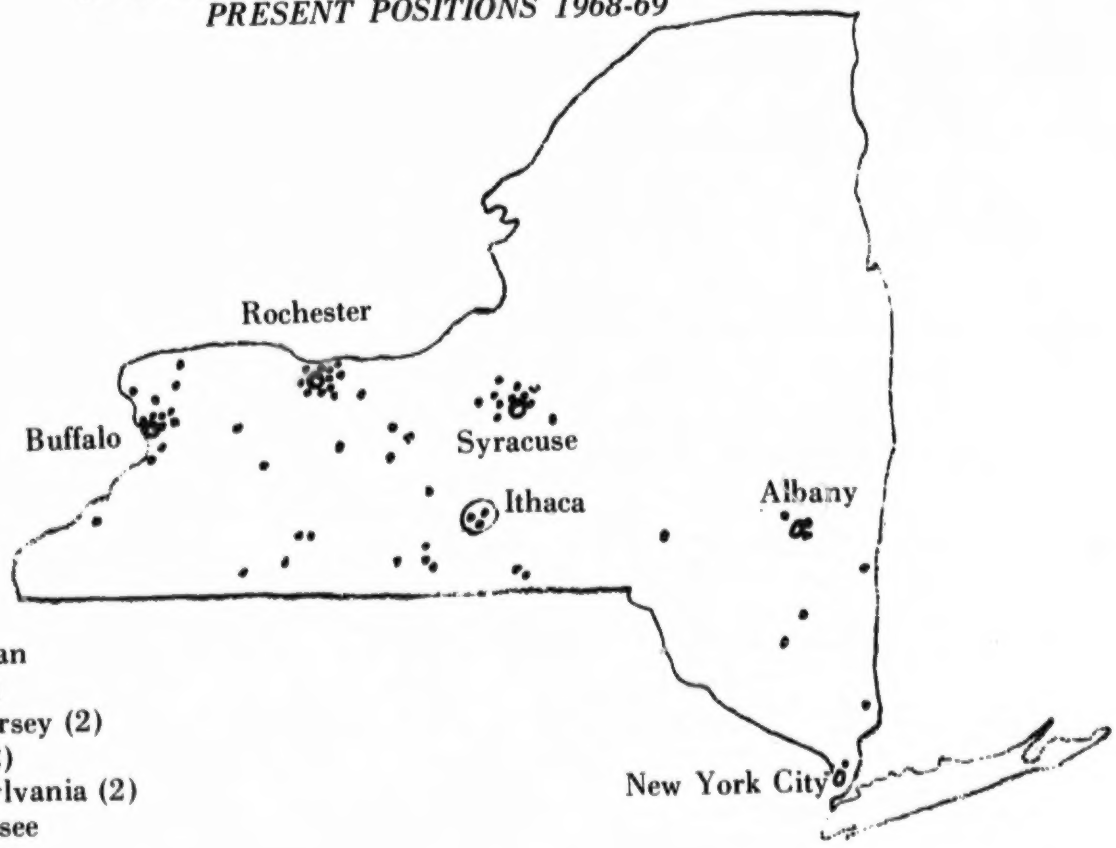
Intern	Cooperating School District	Chief School Officer	Present Position 1968-69
BUFFALO			
Fagnan, Norman	North Tonawanda Public Schools	Maurice E. Friot	Principal Elmira City Schools Elmira, New York
Hoxie, C. Mendelssohn	Hamburg Central School District	Harry Hatten	Assistant Director of Career Center — Teachers College- Lockhaven, Pa.
Kufel, Frank	Amherst Central School	John Scheller	Assistant Principal A. J. Wendler Junior High School, Anchorage, Alaska
Mancuso, Charles	Clarence Central School District	Clifford Crooks	Elementary Principal W. Irondequoit, New York
Rentschler, Robert	Lockport City Schools District	Kenneth Fuller	Administrative Assistant to the Superintendent Fredonia, New York
Stiles, Jared	Kenmore Village School	C. Sherwood Miller	Instructor SUNY at Buffalo
CORNELL			
Adair, Warren	Corning Public Schools	Richard MacDonald	Associate Superintendent for Curriculum and Instruction Kingston City School Kingston, New York
Brunza, Bernard	Sherburne Central School	Thomas Lotz	Assistant to Superintendent Norwich City School District Norwich, New York
Nealon, Richard	Maine-Endwell Central School	William Anderson	Principal Senior High School Newfane, New York
Seifert, Kenneth	Ithaca City School District	James L. Mason	Assistant to Superintendent Clark County District Las Vegas, Nevada
ROCHESTER			
Stewart, Alan	Webster Central Schools	Herbert Schroeder	Bureau of Research State Education Department Albany, New York
Willard, Kenneth	Rochester City School District	Herman R. Goldberg	Director of Personnel Phelps-Clifton Springs Phelps, New York

SYRACUSE

Coates, Walter	Board of Cooperative Educational Services Lewis County	Howard Sackett (deceased)	Elementary Principal Phoenix Central School Phoenix, New York
Groghan, Jack	Syracuse City School District	Franklyn Barry	Assistant Professor of Education University of Miami (Fla.)
Leis, Glenn	Westhill Central School District	Harold Langlitz	High School Principal Minturn, Colorado
Mann, Sidney	Liverpool Central School District	Peter J. Dugan	Assistant Principal Croton School Syracuse City Schools
Marquit, Larry	Jamesville-Dewitt Central Schools	Harold Rankin	Research Associate Department of Administration Services Educational Research Council of America Cleveland, Ohio
Meyer, E. Duane	North Syracuse Central School	Mark Wayne	Assistant Professor of Education Colgate University

APPENDIX H

GEOGRAPHICAL DISTRIBUTION OF INTERNS' PRESENT POSITIONS 1968-69


Rochester
Buffalo
Syracuse
Ithaca
Albany
New York City

Alabama
Alaska
Canada (2)
Colorado
Connecticut
Florida (2)
Illinois
Michigan
Nevada
New Jersey (2)
Ohio (2)
Pennsylvania (2)
Tennessee
Vermont

APPENDIX I

State University of New York at Buffalo

OFFICE OF THE CHAIRMAN
Department of Educational Administration

FACULTY OF EDUCATIONAL STUDIES

August 19, 1968

Superintendent of Schools

Dear Sir:

The State University of New York at Buffalo in cooperating with the University of Rochester, Cornell and Syracuse is undertaking the evaluation of the Internship Program supported with Ford Foundation funds beginning in 1962. An integral part of the evaluation is an assessment by the district in which the intern served. The accompanying questionnaire is to help gather that assessment by providing a uniform means for recording the perceptions of the superintendent, the supervisor of intern (when other than superintendent) and a school board member who served the district during the tenure of each intern.

Each superintendent is asked to cooperate in accomplishing the following:

1. Fill out a questionnaire for each intern who has served in your system.
2. Send a questionnaire to the immediate supervisor for each intern if it happened not to be the superintendent.
3. Send a questionnaire for each intern to a board member or past board member who served during the tenure of the intern.

We want to guarantee complete confidentiality of the responses. The analysis will not identify districts or individuals. We have also attempted to simplify the questionnaire mindful of the fact that superintendents and board members value their time.

May we thank you in advance for this service which will help make this evaluation more meaningful and economical.

If you have any questions regarding this communication or the evaluation, please feel free to call Dr. James Conway of Dr. Troy McKelvey at (716) 831-2341.

Cordially,

George E. Holloway, Chairman
Department of Educational Administration

Directions:

You have been selected to assist in the evaluation of the Four University Internship Program in Educational Administration. Your selection is based on your acquaintance with the intern during his stay in your school district.

We would like you to record your evaluation by filling out the following questionnaire. Please feel free to comment and respond as accurately as possible for at no time will you be identified relative to the evaluation.

Please complete each questionnaire in terms of, or relative to, the specific intern named on the first page. The evaluation will *not* identify the intern by name in the completed report. A stamped, self-addressed envelope has been provided for the return of the attached questionnaire(s).

May we thank you in advance for your cooperation and valued assistance.

Four University Internship
Program Evaluation
1968

Buffalo Cornell Rochester Syracuse

Questionnaire

Person completing questionnaire,
please check (X) one.
Superintendent ( )
Supervisor ( )
Please state title ....
Board Member

School District ....

Name of Intern ....

School Year ....

Please specify the following for the above named intern:

1. *Intern Assignment*
What was the assignment of the Intern?

....

....

2. *Major Tasks*
What was the major task(s) of the Intern?

....

....

3. *Minor Tasks*
What was the minor task(s) of the Intern?

....

....

4. *Salary*
What was the salary of the Intern?

....

5. How would you rate Intern's ability to relate to:
(Check (X) one for each relationship)

	Excellent	Good	Fair	Poor	No Contact
A. School Board	( )	( )	( )	( )	( )
B. Superintendent	( )	( )	( )	( )	( )
C. Other Superintendents	( )	( )	( )	( )	( )
D. Administrative Staff	( )	( )	( )	( )	( )
E. Teaching Staff	( )	( )	( )	( )	( )
F. Non-teaching Personnel	( )	( )	( )	( )	( )
G. Students	( )	( )	( )	( )	( )
H. Parents	( )	( )	( )	( )	( )
I. Other citizens, e.g., Editors, Civic Group, Service Organizations	( )	( )	( )	( )	( )

Comments relative to the above:

....

....

6. How would you evaluate the Intern as to the following: (Check (X) one for each set of characteristics)

	Excellent	Good	Fair	Poor	No Contact
A. Flexibility balanced by the ability to stand firm	☐	☐	☐	☐	☐
B. Ability to identify, define and solve problems	☐	☐	☐	☐	☐
C. Curriculua and other technical knowledge	☐	☐	☐	☐	☐
D. Knowledge of and ability to handle his own motivations	☐	☐	☐	☐	☐
E. Oral communication skills ..	☐	☐	☐	☐	☐
F. Written communication	☐	☐	☐	☐	☐
G. Initiative	☐	☐	☐	☐	☐
H. Ability to generate ideas	☐	☐	☐	☐	☐

Comments relative to the above:

....

....

7. To what extent did the Intern effect a change in any of the following:

	Significant Change	Some Change	No Change	Negative Effect
A. Administrative procedures ..	☐	☐	☐	☐
B. Curriculum practices	☐	☐	☐	☐
C. Personnel	☐	☐	☐	☐
D. School Board Policy	☐	☐	☐	☐
E. Community Support	☐	☐	☐	☐

8. Please state examples of any innovative practices which resulted from the intern experience in your district.

....

....

....

....

....

....

....

9. The general direction of the Intern's progress during the year:

(Please check (X) only one)

..........(A) Generally improved

..........(B) Remained about the same

..........(C) Generally digressed

10. Did you consider at any time during year the possibility:

A. of discontinuing the services of Intern? Yes ( ) No ( )

B. that you had made a poor judgment in accepting this Intern? Yes ( ) No ( )

C. that if contractually possible you would like to have hired the Intern as an administrator in your district? Yes ( ) No ( )

Comments relative to the above:

....

....

....

11. During the selection, appointment and tenure of the Intern named above, please assess the following: (Check (X) one for each section.

	Excellent	Good	Fair	Poor	No Contact
A. The quality of the pool of of candidates	( )	( )	( )	( )	( )
B. Closeness of expressed preference and actual assigned Intern ..	( )	( )	( )	( )	( )
C. Adequacy of University Supervision of the Intern	( )	( )	( )	( )	( )
D. The effect of the summer seminar preceding appointment	( )	( )	( )	( )	( )
E. The effects of weekly Intern Seminar	( )	( )	( )	( )	( )
F. The effect of University district relations	( )	( )	( )	( )	( )
G. Chances of the district continuing in the Intern program	( )	( )	( )	( )	( )
H. The effects of Intern travel and visitation experiences	( )	( )	( )	( )	( )

12. The school district made the following decision regarding participation in the Four University Intern Program at the end of this school year.

(a) Continue to participate ....

(b) Discontinue participation ....

To the best of your knowledge, what was the basic reason for your decision?

....

....

....

APPENDIX J

Staff Associated with Project II (1961-1966) and their Present Positions (June 1969)

State University of New York at Buffalo

Edwin R. Bailey, Professor and Chairman
Division of Educational Administration
School of Education
University of Missouri
Kansas City, Missouri

Leonard M. Chaffee, Dean
College of Education
Wichita State University
Wichita, Kansas

Robert S. Fisk, Professor
Faculty of Educational Studies
State University of New York at Buffalo
Buffalo, New York

R. Oliver Gibson, Professor
Department of Educational Administration
State University of New York at Buffalo
Buffalo, New York

Orville R. Gursslin, Associate Professor
Department of Sociology
Ohio University
Athens, Ohio

Harry J. Hartley, Chairman
Department of Educational Administration
New York University
New York, New York

Robert W. Heller, Associate Professor
Department of Educational Administration
State University of New York at Buffalo
Buffalo, New York

George E. Holloway, Chairman
Department of Educational Administration
State University of New York at Buffalo
Buffalo, New York

Samuel A. Moore, Associate Professor
Department of Administration and Higher Education
College of Education
Michigan State University
Lansing, Michigan

Robert G. Owens, Associate Professor
Coordinator of Certification Program in Educational
Administration and Supervision
Education Department
Brooklyn College
Brooklyn, New York

William C. Strasser, President
Montgomery Junior College
Rockville, Maryland

Austin Swanson, Associate Professor
Department of Educational Administration
State University of New York at Buffalo
Buffalo, New York

David T. Tronsgaard, Chairman
Division of Special Academic Programs
Chico State College
Chico, California

Cornell University

Joan Roos Egner, Assistant Professor
Department of Education
Cornell University
Ithaca, New York

R. Jean Hills, Head
Department of Educational Administration
University of British Columbia
Vancouver, B.C., Canada

Lawrence B. Hixon, Professor
Department of Education
Cornell University
Ithaca, New York

Mauritz Johnson, Professor
School of Education
SUNY Albany
Albany, New York

Claude Kulp, Professor Emeritus
Department of Education
Cornell University
Ithaca, New York

Donald McCarty, Dean
School of Education
University of Wisconsin
Madison, Wisconsin

Richard Morrow, Assistant Professor
Department of Educational Administration
University of Wisconsin
Madison, Wisconsin

Vincent Nuccio
Executive Assistant to the President
Boston College
Boston, Massachusetts

Douglas Pierce
USOE Post Doctoral Fellow
School of Education
University of California
Berkeley, California

Frederick Stutz, Professor
Department of Education
Cornell University
Ithaca, New York

Helen Wardeberg, Professor
Department of Education
Cornell University
Ithaca, New York

The University of Rochester

Max G. Abbott, Director
Center for the Advanced Study of Educational Administration
University of Oregon
Eugene, Oregon

Henry E. Butler, Professor
Department of Educational Administration
University of Arizona
Tucson, Arizona

William A. Fullagar, Professor of Education
College of Education
University of Rochester
Rochester, New York

Robert B. Howsam, Dean
College of Education
University of Houston
Houston, Texas

Glenn Immegart, Associate Professor
College of Education
University of Rochester
Rochester, New York

Milton V. Pullen
Retired
University of Rochester
Rochester, New York

Francis M. Trusty, Head
Department of Educational Administration and Supervision
University of Tennessee
Knoxville, Tennessee

Byron Williams, Professor Emeritus
University of Rochester
Director of Genesee Valley School Development Association
100 Allens Creek Road
Rochester, New York

Syracuse University

Samuel Goldman, Professor and Chairman
Area of Educational Administration
School of Education
Syracuse University
Syracuse, New York

Paul M. Halverson, Professor
School of Education
University of Georgia
Athens, Georgia

Lance Hunnicutt, Professor
School of Education
University of South Florida
Tampa, Florida

David Krathwohl, Dean
School of Education
Syracuse University
Syracuse, New York

Richard Lonsdale, Professor
School of Education
New York University
New York, New York

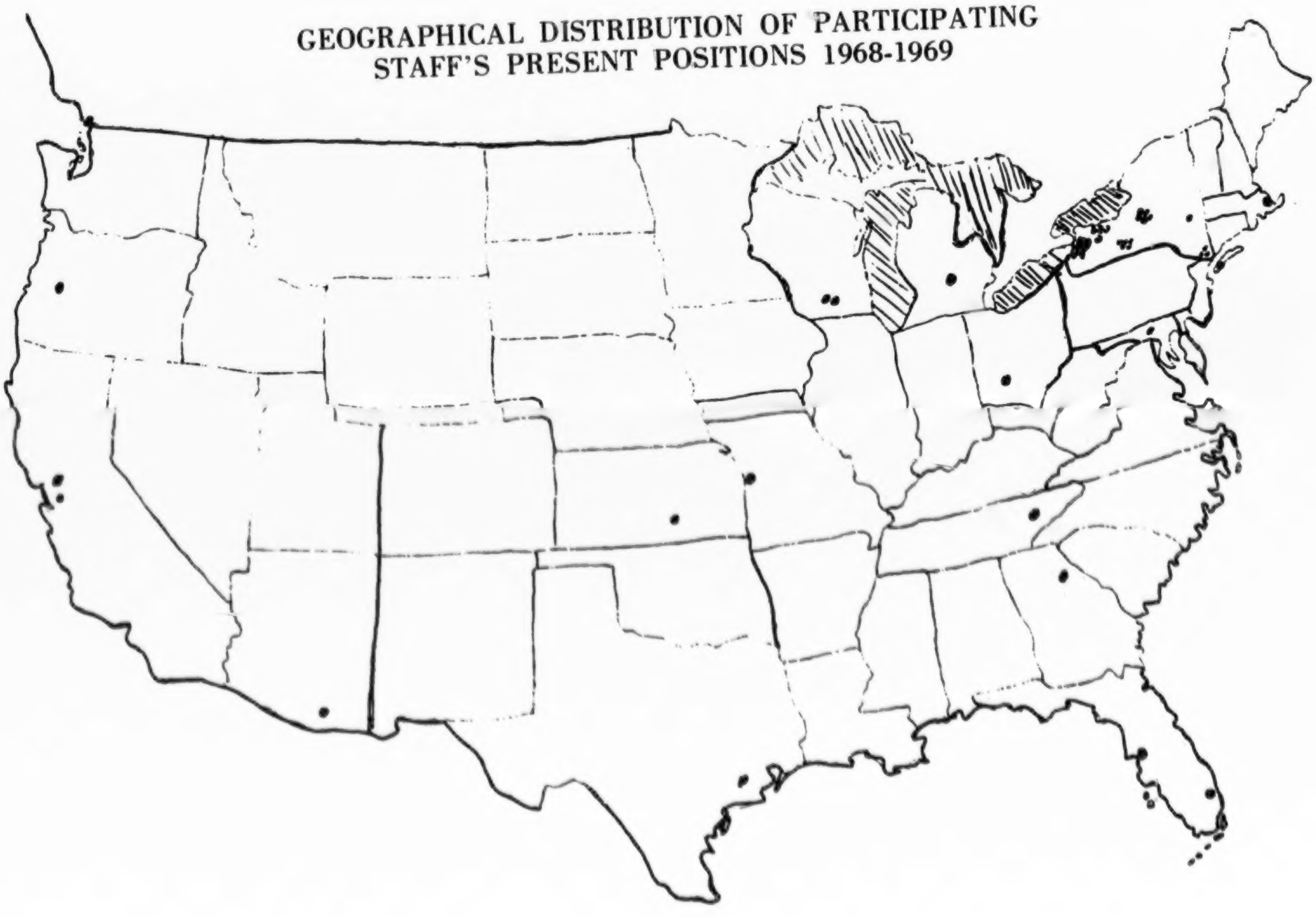
Harry Randles, Professor
School of Education
Syracuse University
Syracuse, New York

Virgil Rogers, Educational Consultant
Field Enterprises, Inc.
New York, New York

Robert Stewart, Associate Dean
Division of Advanced Studies
School of Education
Syracuse University
Syracuse, New York

William Wayson, Principal
Dr. Martin Luther King Elementary School
Syracuse City School District
Syracuse, New York

GEOGRAPHICAL DISTRIBUTION OF PARTICIPATING STAFF'S PRESENT POSITIONS 1968-1969



APPENDIX K

IUP BUFFALO CORNELL ROCHESTER SYRACUSE

INTER-UNIVERSITY PROGRAM
PROJECT TWO

ANNOUNCEMENT OF INTERNSHIPS IN GRADUATE PROGRAMS IN EDUCATIONAL ADMINISTRATION

Nature of the Internship:

The University of Buffalo, Cornell University, The University of Rochester and Syracuse University, in a program made possible by a grant from the Ford Foundation, are cooperating to provide opportunities for a limited number of administrative internships. The internships will be one-year, full-time, compensated positions in carefully selected public school systems in one or more of the administrative specializations. This experience will constitute one part of a university advanced graduate program in educational administration. The program is being inaugurated in 1962-63.

Purposes:

The purposes of the project are (1) to give interns an unusual opportunity in supervised on-the-job administrative experience which will better qualify them for an administrative career and (2) to develop further the quality of administrative leadership in public education.

Compensation:

The administrative intern will be paid the salary of a teacher with his training and experience on the teachers' salary schedule of the sponsoring school system.

Eligibility:

To be eligible for the internship a candidate must first be admitted to a sixth year or doctoral program at one of the universities.

Application:

Application for admission to advanced graduate programs in educational administration at The University of Buffalo, Cornell University, The University of Rochester or Syracuse University should be made to any one of the following:

Professor George E. Holloway, Jr.
120A Foster Hall
University of Buffalo
Buffalo 14, New York

Professor Donald J. McCarty
320 Wait Avenue
Cornell University
Ithaca, New York

Professor Robert B. Howsam
College of Education
River Campus Station
University of Rochester
Rochester, New York

Professor Richard C. Lonsdale
204 Slocum Hall
Syracuse University
Syracuse, New York

For a brochure or further information on this project write to:

Dr. William L. Irvine, Coordinator
Inter-University Program
320 Wait Avenue
Ithaca, New York

APPENDIX L

IUP BUFFALO CORNELL ROCHESTER SYRACUSE

INTER-UNIVERSITY PROGRAM
PROJECT TWO

Test Scores:
Miller Analogy ....
Graduate Record
Examination ....
CAVD ....
....
....
....

INTER-UNIVERSITY PROGRAM
Project II
The Administrative Internship
Personal Data Sheet

Date ....

1. Name ....
(Last) (First) (Middle or maiden)

2. Permanent address 3. Present address

....
Street Street

....
City City

....
State Phone State Phone

4. Sex .... 5. Citizenship ....

6. Date of birth .... 7. Marital Status ....

8. Number of dependents: Children
Other

9. Institution where enrolled: Buffalo, Cornell, Rochester or Syracuse?

10. In what type of administrative specialization are you interested?

Superintendency .... Secondary Principal ....

Elementary Principal .... School Business Management.....

Instructional Supervision ....

Other ....

11. What teaching and/or administrative certificates do you hold?

Issuing Authority Type Date Issued

....

....

....

....

....

12. Education:

High School Location Dates Attended Diploma

....

....

College or University Location Dates Attended Degree & Date Received

....

....

....

13. Experience:

A. All full-time experience (Professional and Non-professional). List in chronological order.

Place Title Salary Dates

....

....

....

....

....

....

....

B. Part-time experience

Place Title Salary Dates

....

....

....

....

....

14. Credit Hour Summary of Educational Training
Undergraduate Graduate

Anthropology
Biological Sciences
Business Administration
Economics
Education, Administration
Education, General
English
Fine Arts
Foreign Language
Geography and History
Mathematics
Philosophy
Physical Science
Political Science

Psychology
Social Psychology
Sociology
Other:

15. List professional leadership responsibilities in which you have participated.

....

....

....

....

Other Honors and Distinctions: ....

....

16. List Professional Organization Memberships. (Use Abbreviations)

....

....

....

17. Do you have placement credentials? ....

If yes, where are they on file? ....

....

18. List Publications:

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